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ABSTRACT

The proposal describes the history of the Upper Mississippi River ECO-Center Environmental Education Project (funded by Title III, Elementary and Secondary Education Act), Carroll County, Illinois. The goal of the project, which began in July 1972, is to implement and coordinate a comprehensive environmental education program for the county's students and citizens. The pilot group for the first year included the 5th grade students and teachers in the county's 7 school districts. Ten activities were designed to integrate environmental education into existing instructional programs, including program planning in conjunction with the Department of Education, Northern Illinois University; developing a series of in-service training sessions for classroom teachers; identification and development of area resources for student field trips; and developing a local outdoor education site. Evaluation tests, developed by the staff, indicated that pupils had statistically increased their environmental awareness. The proposal is divided into Information and Project Description; Effectiveness/Success, Cost Information (deleted), and Exportability. The Appendix includes a project description, the program as planned and carried out, activities, and the national validation report. Much of the information is given in tabular or proposal form. (KM)

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FIRST YEAR REPORT

Project Year 72-73

Project No. 23-72-0314-1
Grant No. 314-1-72

Upper Mississippi River ECO-Center
Environmental Education Project
Thomson, Illinois

Title III-ESEA

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May 1974

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APPENDIX

Description of Project
Program As Planned and Carried Out
Project Activities
National Validation Report as submitted by validation team

PART I--Information and Project Description (cont.)

B. PROJECT DESCRIPTION

1. Describing the Context

a. Describe the needs and motivation that encouraged local education agency to apply for ESEA Title III funding.

Environmental education has been identified at the national, state, and local levels as being a critical needs area in education.

At the national level the U. S. Office of Education has responded to the growing concern over the environmental crisis that threatens man's survival by enacting the Environmental Education Act of 1970 (Public Law 91-516). In 1971 Congress appropriated over 3,000,000 dollars to continue funding environmental education activities under the above law, and the Office of Education has earmarked an additional 11,000,000 dollars under 20 other funding sources including Title III discretionary funds. (DHEW Publication No. (OE) 72-41.

At the state level Illinois Superintendent of Public Instruction, Michael J. Bakalis has identified top priorities of educational need for Illinois schools in Action Goals for the Seventies, An Agenda for Illinois Education. One of the curriculum needs identified by Bakalis was in the area of Conservation and Environmental Education. By 1973 a state Plan for Conservation and Environmental Education was to be developed in Illinois. Steps to meet this state plan included; each local school district and educational service region establishing environmental educational centers, and workshops for teachers in conservation and environmental education to be established.

A comprehensive study of educational needs was completed by the Illinois Title III Department in 1969 in cooperation with the Department of Educational Research. One of the six critical needs of the state was identified as the need for curricular reform. The ECO-Center project deals with curriculum reform in the Ecology-Environmental area.

In a publication from The Office of the Superintendent of Public Instruction State of Illinois Forces for Change in Illinois Schools, Superintendent Michael J. Bakalis identified innovation and exemplary Title III projects designed to help solve persistent educational problems. Environmental Education is identified as one of these problem areas.

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B. 1. a. (Contd)

State Plan for Environmental Education

In 1967 the teaching of conservation became law in Illinois public schools. In 1970 the Environmental Education Act was passed; in 1971 a state wide conference was held at Loredo Taft Field Campus of Northern Illincis University, and a document submitted to Governor Ogilvie entitled a Proposal for the Development of a Master Plan for Environmental Education for the State of Illinois. In response to a refocusing of public attention upon the fate of our natural system Dr. Michael J. Bakalis, Supt. of Public Instruction conducted hearings to all citizens to voice their concerns relative to environmental education. Following these hearings a Task Force for Environmental Education was established to plan an Illinois Master Plan for Environmental Education. A draft copy was completed in 1972 and revisions are still being made. The ECO-Center project meets many of the goals set forth in the draft copy.

Local

The Carroll County Outdoor Education Committee has identified a need for teacher in-service training, the identification and development of area resources for student field experiences and the coordination of the educational activities of area agencies.

A survey taken by the Superintendent of the Carroll Educational Service Region in October 1971 revealed that many classroom teachers of the county desired to use natural resources of the area while in practice only a small minority made use of the natural resources because of their feeling of incompetence and unfamilarity with what was available and how to teach it. The students of Carroll County are typical of those found in rural areas of Northern Illinois. Such students are typically not prepared to cope with the problems of our environment because lack of information, limited knowledge of concepts and few opportunities for out-of-classroom experience. Previous attempts at environmental education by individual teachers, the County Outdoor Education Committee, local administrator, and various organizations have been sporadic and uncoordinated. The ECO-Center project attempts to coordinate this effort.

In order to describe the motivation that led to the planning of this project, a brief history leading up to the start of the project is outlined below.

1. Mr. Kennedy, Superintendent, recognizing the need for environmental and outdoor education organizes Carroll County Outdoor Teacher Education Committee in the fall of 1969. He develops a plan for an

(contd)

B. 1. a. area center for outdoor education using school building. Thomson school board approves use of building.

2. Committee organizes with representatives from each school district and has done the following:
   - a. 1969-70
     1. Developed a bibliography on Outdoor Education materials for county teachers.
     2. Sponsored a county-wide Title V Mini Grant workshop on Outdoor Education involving 140 teachers.
   - b. 1970-71
     1. Sponsored interpretive field trip to Palisades State Park.
     2. Started Outdoor Education class (Workshop 405 Dept. OTE, Northern Illinois University) involving 24 county teachers and taught by Dr. Oswald Goering.
   - c. 1. Sponsored interpretive field trip to Camp Merrill Benson.
     2. Helped plan proposed environmental education center.

3. Mr. Etnyre, Biology teacher, Thomson, in summer of 1971, while taking a graduate class under Dr. George Donaldson, developed a plan for using 80 acres of school property for educational purposes.

4. August 1971 - Thomson School Board approved use of 80 acres of bluff land for Outdoor Education. (The property is ideally located and has a variety of flora and fauna. Habitats include forest, prairie, marsh, stream, and flood plain. The property also has an interesting history with locations of early roads, grist mill, and the first settlement either on or adjacent to the property.

5. Fall 1971 - Mr. Kennedy, Mr. Floyd, Supt. of Savanna Mr. Donaldson, and Mr. Etnyre have several meetings to plan and prepare preliminary proposal for Title III proposal.
   Mr. Kennedy provided much of the preliminary budget summary. Kennedy, with the aid of Huston, Educational Service Region Superintendent, and Floyd, prepared the statistical data form.

   All groups and individuals listed were involved in planning the narrative section. Mr. Kennedy and Mr. Etnyre did the actual writing with consultation with Dr. Donaldson and other members of the Department of Outdoor Education.

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B. 1. a.(continued)

6. February 1972 - Upon receipt of notification of approval of preliminary proposal Mr. Kennedy, Mr. Etnyre, and Dr. Donaldson met and prepared the formal proposal for the Title III, ESEA project. Their meetings included two conferences with Jim Buscher, Title III, ESEA Supervisor, O.S.P.I.

An important part of the planning at all stages in the development of this project proposal has come from the work of the Carroll County Outdoor Education Committee which has served as an advisory council. An important part of the continual planning during operation of the project will come from an advisory council. Several of the very active teachers in the present project have served on the committee.

The Carroll County Outdoor Education Committee consists of seven teachers, one from each district of the county, and four professionals who serve in positions which make them closely related to area resources.

B. 1. b. General Purpose or Goals of the Project.

The Upper Mississippi River ECO-Center Project is an exemplary environmental education project serving the seven school districts of Carroll County, Illinois. The major objective of the project is the development of an ECO-Center for the implementation and coordination of a comprehensive environmental education program for the students and citizens of Carroll County. The program will provide an effective effort toward "environmental literacy".

The ECO-Center was developed under the following general objectives:

A. An environmental resource facility will be established that will function to introduce and assist in the presentation of procedures and materials to accomplish objectives.

B. The Center will provide educational experiences that will bring about changes in children, teachers, and adults that will improve and maintain our environment.

C. The Center will help individuals understand that man is an integral part of a system consisting of man, culture, and the natural environment, and that man has the ability to alter the quality of the system.

D. The Center will help individuals acquire a firm understanding of the physical environmental problems confronting man, how these problems can be solved, and the responsibilities of citizens and government to work toward solution.

(contd)

B. 1. b. (contd)

E. The Center will motivate citizens to participate in environmental problem solving.

The ECO-Center has a staff of three involved in the following curriculum reform areas:

1. An inter-disciplinary approach to environmental education emphasizing the interrelationship of man and nature.
2. Utilization of resources outside the classroom.
3. A focus on environmental problems and man's ability to identify and resolve them.

The ECO-Center has designed educational experiences intended to bring about behavioral changes in the communities, children, teachers, and adults. These changes will better enable citizens to live in harmony with nature.

Key ingredients to the curriculum reform include: in-service training of classroom teachers, identification and development of area resources for field experiences, development of local outdoor education facilities, locally produced and tested curriculum activities based on fundamental environmental concepts, and involving area agencies and organizations in environmental education. Program emphasis has been at the fourth, fifth, and sixth grade level with a second thrust above and below these levels.

During the first year of operation, evaluations were made on the progress of the pilot fifth grade group. This consisted of approximately 390 students and 16 teachers of Carroll County.

A variety of activities was designed to integrate environmental education into existing instructional programs.

1. Program planning in conjunction with the Departments of Outdoor Education, Northern Illinois University. Dr. George Donaldson is consultant to the project.
2. Development of a series of in-service training sessions for classroom teachers.
3. Identification and development of area resources for student field trip experiences.
4. One-day field experiences at local outdoor sites were developed.
5. Development of a local outdoor education site.
6. Dissemination of information to professional educators as well as to the community.
7. Development of a library of reference materials for teacher and student use.

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B. 1. b. (Contd)

8. Development of local curriculum materials for environmental education.
9. Development of an outdoor course for high school students.
10. Coordination of educational activities by area agencies through an advisory council.

B. 1. c. The project is located in Carroll County Illinois. Carroll County is in the northwestern part of Illinois, boardering the Mississippi River. Population of the school districts served by the project during the 1972-73 school year was approximately 4928 students and 300 teachers. The estimated population of the seven participating communities is 19,500. The average per pupil expenditure for the administrative district in 1972-73 was $986.38. Approximately 47% of the population reside on farms. Approximately 10% of the children come from families with annual income of $2000 or less. The county is primarily white with a small percentage of the following ethnic groups: Negro, American Indian, Oriented and Mexican American.

The total assessed valuation of the seven school districts in the county was $92,403,670.00. The dollar value of nontaxable property in Carroll County is estimated to be $104,124,000.00. This is due to many acres making up a federal game reserve, state park, and federal ordnance depot. The per pupil expenditure for the two years calculated by the Educational Service Office are:

1969-70 - $861.80

1970-71 - $913.52

School districts in the County are experiencing financial difficulty because of low assessed valuation and increased cost.

PART I--Information and Project Depscription (cont.)

2.a. What the Project Proposes to Accomplish:

The major objective of the ECO-Center project is to develop a center for the implementation and coordination of environmental education in Carroll County. This objective is carried out through three areas of curriculum reform:

1. Inter-disciplinary approach to environmental education, emphasizing the interrelationship of man and nature.
2. Utilization of resources outside the classroom.
3. A focus on environmental problems and man's ability to identify and resolve them.

The performance objectives of the project are to:

1. Increase student understanding of basic environmental concepts.
2. Improve student attitude toward environmental management.
3. Increase teacher emphasis on environmental education.
4. Develope curriculum materials based on environmental concepts.
5. Increase teacher understanding and attitude toward concepts of environmental management.
6. Inform project area communities of ECO-Center activities.
7. Disseminate information to professional educators in the project area.
8. Produce a directory of educational resources for Carroll County.

The ECO-Center is unique in the fact that it works from a diverse base. That is to say, the ECO-Center attempts to teach from the interdisciplinary approach. Many environmental studies use only the science discipline in the approach to the subject matter. By using the interdisciplinary approach environmental education is not viewed as another subject to be added to an already crowded curriculum, but can be incorporated into all discipline areas and therefore is received with great enthusiasm by project area teachers.

The ECO-Center project is a cooperative. The project serves seven school districts and not just one school district.

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PART I--Information and Project Description (cont.)

2.a. (cont.)

The project is also concerned with the development problem solving skills and therefore uses classroom instruction as well as many outdoor experiences.

2.b. How Was the Objective Accomplished?

The ECO-Center made use of a variety of items to accomplish the objectives of the project.

1. Field trip experience - All day field trips were provided for fifth grade students at different outdoor sites throughout the school year. Each fifth grade went on three all day field trips. The ECO-staff also assisted other classes with field trips. During the first year approximately 1200 children went on ECO trips. Field trip's objectives are based on environmental concepts and attitude formation.

2. In-service training - In-service training was provided for all fifth and sixth grade teachers, plus project area schools K-12 upon request. In-service days are designed to help teachers develop an understanding and knowledge for environmental teaching and to help them in the out-of-doors. In-service sessions are conducted by ECO-Center staff and project consultants.

3. Classroom instruction - ECO-Center professional staff members have developed classroom instructional lessons on environmental concerns. A total of six visits were made by ECO-staff members to perform instructional duties.

4. Development of an Outdoor Education Site - Thomson Community Unit #301 has designated part of a school farm as an outdoor education site. Bluffville Outdoor Education Site is being developed for teacher and student use. The 80 acre site has a variety of communities to study including forest, prairie, marsh, and stream. The area is kept in a natural state with trails, restroom and a bus for shelter being the only intrusions.

5. Identification and Development of Area Resources - A number of sites in the county have been used for field trips. A county directory of educational resources has been produced for teacher use. The directory was produced by the ECO-Center staff and the Educational Service Region.

6. Reference Center - The ECO-Center has developed an environmental reference center for teacher and student

(cont.)

2.b. (cont.)

6. (cont.)

use. The learning center contains books, pamphlets, audio-visual materials, and field equipment. A bibliography of these materials has been produced and materials are distributed through the Educational Services Region office. The reference library has proved to be a valuable resource to the 5000 students and 300 teachers in the project area.

7. Dissemination - Monthly newsletters are sent to teachers in the county. The newsletter provides up-to-date information on environmental education and contains many suggestions for teachers. Much information about the Center has been disseminated by the way of the local FM radio station and programs by staff members at area civic and adult organizations. The staff has had personal contact, through speaking engagements, with 730 people and with, on the average, 7,000 people during each radio program. A total of 5 radio programs have been presented plus numerous Public Service Announcements. Much information is also dessiminated through news releases to area newspapers and parent letters. Over 15,000 people receive information through project area newspapers.

8. Curriculum materials - A handbook for fifth grade teachers has been designed and is currently being used. A curriculum guide for K-8 has been produced for the Mt. Carroll Unit Dist. #304 by elementary teachers and ECO-staff.

9. Personnel - The ECO-Center has three professional staff serving the project area schools, with consultant being nationally and internationally known environmental and outdoor educators. Local high school students also helped as camp counselors during one of the project's all day field trips. Non professional personnel include secretary, student clerical aid, and part time cleaning and maintenance personnel. Room mothers and fathers proved also valuable volunteers on many trips.

10. Method - The ECO-Center uses the interdisciplinary approach to environmental education, thereby involving all teachers at all grade levels in an effort to attain "environmental literacy". The interdisciplinary method has been accepted with great enthusiasm by all teachers involved.

11. Equipment and Materials - A variety of inexpensive materials and equipment were purchased for use in the project. Equipment such as binoculars, clipboards, stretch-

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PART I--Information and Project Description (cont.)

2.b. (cont.)

11. (cont.)

ers, weather study kits, water test kits, increment borer, compass and hand lens. Special equipment such as film, filmstrip, overhead, and slide projectors and a cassette recorder were also purchased. Materials included many reference materials such as books, films, filmstrips, and cassette recordings.

2.c. Who Benefits from the Project?

The ECO-Center services the seven school districts in Carroll County. The pilot "target" group consisted of approximately 390 fifth grade students and 16 homeroom teachers. The teachers received three in-service training sessions, with their students being given four field trips and six classroom visits. As the project became widely known the ECO-Center received requests from numerous classes and by the year's end the project had served an additional 780 students K-12 and 200 teachers from the project area schools.

The numbers continued to grow as the project began its second year of operation. Approximately 1500 students are now being served with 100 students in grades four, five and six and the remainder K-12. The parents are also involved in the project acting as chaperons. Approximately 50 mothers and fathers received information during their trips with project area students.

2.d. The Whens and the wheres of the Project:

The ECO-Center project is a ten month program running from August to June. Numerous activities take place during this period. The fifth grade program is as follows:

Field Experiences:

1. Environmental Awareness - An all day field trip taking place in September at the Bluffville Outdoor Education Site.
2. Man and the River - An all day field trip which took place in November at Lock and Dam 13, Potter's Marsh Publi Use Area, and Spring Lake Wildlife Refuge.
3. Sewage Treatment Plant - An one hour study of the operatio of the local sewage treatment plant
4. Man and the Elements - An all day field trip taking place in March & April at Camp Benson near Mt. Carroll

(cont.)

2.d. (cont.)

Other groups also were beneficiaries of ECO-Center services. Any class K-12 was given field trips during the month of May. These trips ranged from one full day to one half day trips to various outdoor sites around the county.

The classroom visits which were given to the fifth grades took place during the months of December, January, and February. Each session lasted approximately one hour and took place in the homeroom of the fifth grades.

The in-service training program for fifth and sixth grade teachers took place at the ECO-Center and K-12 in-services at the school involved, as part of total school in-service programs

2.e. Many changes resulting from the Upper Mississippi River ECO-Center program have been noted during the two years of operation. Small incidents point out changes that are occuring in the children's attitude toward preserving their environment.

One of the most important changes noted has been their attitude toward litter. On their first trip many casually dropped gum wrappers, tissue, etc. When this was discussed, the children readily adopted the motto, "We always leave a place better than we found it". Now they notice litter and pick it up instead of adding to it. One bus driver reported that the children were counting beer cans along the road.

Letters from the children are revealing. One pupil wrote, "I didn't know there were so many wild animals around until I began looking for tracks."

Another pupil said, "I hated to see the rabbitt that some an animal, probably a fox, had killed, but I know this is the way of nature."

The small snakes seen on a hike brough this comment, "I liked the snakes, but wish we had seen a rattlesnake."

Sometimes their observations are amusing as when one child wrote, "I like your restrooms" (outside toilets)

A kindergarten group drew pictures of what impressed them most. Most of the pictures had poison ivy in them. They all carefully drew the three leaves in color, chiefly red, purple and black.

Children often say. "I didn't know there was such a place in Carroll County. My folks would like to see this." Sometimes they tell us that the family has taken an outing and visited one of the places they have gone to on an ECO-Center trip. Their favorite expression is, "This is neat."

(over)

PART I--Information and Project Description (cont.)

2.e. (cont.)

Children often comment on the good of saving wilderness areas. Some have even tried to change their parents' habits.

The discovery of small things is revealing of their change in attitude and awareness of their surroundings. They have noticed dew-covered spider webs, snails, crayfish, a snake in a tree, a snake swallowing a worm, termites in a rotting log, hawks soaring on updrafts, and woodpecker holes. The list is endless for each trip is different.

The children have discovered some of the delights of the taste of wild foods. They taste such things as mint, wild grapes and gooseberries. This often leads to a discussion of the pioneer uses of wild foods, and sometimes they tell of their parents using them.

The children are always interested in deer signs. They often find deer tracks and occassionally see a deer. One thing that interests them is the way deer tramp down plants around wild apples trees to eat the fallen apples and those within reach on the trees.

Parents are always welcome on field experiences and often some accompany the group. Some comments have been: "I didn't know there was so much to this;""It's wonderful," and "I learned as much as the kids."

Children who take part in the ECO-Center field experiences are discovering the fun of simple sports. They have foot and obstacle races; they roll down hills; they walk fallen logs, and have snowball fights. Non-athletic children discover that it takes no skill for such sports. Many children had never sat on the ground to eat a meal and discovered what fun it could be.

Girls discovered that they could hold their own with boys on a canoe-backpacking trip. At the same time boys discovered that they could cook a meal.

Children were surprised that they could find dry kindling and start a fire after a rain or when the ground was snow-covered.

Some unexpected things show the children's interest. One class made a Christmas decoration for the Center. A group of slow readers worked up an ecology play to present to a staff member during a classroom visit. Other groups learned environmental songs to sing during a staff member visit. One boy warned his teacher that she had her hand on a tree with a poison ivy vine on it.

(cont.)

PART I--Information and Project Description (cont.)

2.e. (cont.)

One unexpected behavior to come from the field experiences was the children's attitude toward the handicapped. A diabetic boy took part in the canoe-backpacking trip. Two cerebral palsy patients accompanied their classes for outdoor experiences. Their involvement was limited, but they were able to take part in some of the activities.

Probably the best human interest story concerns a freshman science class that was being trained as counselors. One member of the class is a legless, wheelchair patient. The teacher matter-of-factly included him in the field trip. Class members fastened belts together to pull his chair while others pushed from behind. The route was an old road which followed a ridge and then went down a steep incline along a cliff. The class took him over fallen trees, through mud, over washouts, and through brush. No one complained or even suggested that this was too hard. They kidded him as they kidded each other. This was the first time in his life that he had ever been in the woods, and a whole new world opened up to him through the teacher's recognition of his need and his classmate's concern.

PART I--Information and Project Description (cont.)

3.a.1. Describing Effectiveness - Major Measurable Objectives to be validated

Performance Objective

a. Given the first seven months of the 1972-73 school term fifth grade students of Carroll County* participating in ECO-Center fifth grade activities will have increased their understanding of the basic concepts of environmental management as stated in Robert E. Roth's Fundamental Concepts of Environmental Education (K-16) Environmental Education (Vol. 1, No. 3, Spring 1970) The difference in means will be statistically significant at the .05 level of confidence.

* The target fifth grade group consists of approximately 390 fifth grade students and 16 homeroom teachers in the seven school districts of Carroll County.

b. The fifth grade student population of Carroll County was selected as the pilot target group. Some of the reasons for selecting this group for a pilot study were: students at this level are starting to conceptualize, life styles and attitudes are still in the formative stage, students are starting to demonstrate problem solving skills, students should be eager to learn in the type of environment the ECO-Center will provide.

The pilot target group consisted of approximately 390 fifth grade students and 16 homeroom teachers in the seven school districts of Carroll County.

It was desirable to evaluate the total target group since a true sampling population would be administratively difficult to achieve in getting a representative sample from each of the seven school districts. It would be practically unfeasible to establish a control group also within the seven participating school districts because of the overall objective of establishing an environmental education cooperative. School districts have received the equal treatment from the ECO-Center.

Carroll County is a typical rural area in northwestern Illinois. Approximately 47% of the populous reside on farms. There is a low percentage of minority groups. There are no large cities in the county. Many workers commute to business outside the county.

c. Since a comparison group was not feasible within the project area, it was desirable to select a group from a comparable socio-economic level as that of Carroll County. A group was selected from a school district

(cont.)

PART I--Information and Project Description (cont.)

3. c. (cont.)

in an adjoining county in northwestern Illinois. The comparison group consisted of the total fifth grade population (77) in the Prophetstown school district.

The Prophetstown district is a typical rural district in northwestern Illinois approximately twenty miles from Carroll County. Prophetstown is a community unit district as are the seven districts in Carroll County.

3. d. The following occurrences may have had some effect on the project results:

1. The ECO-Center staff were contracted to start the project in August and all planning prior to the starting of student activities in September had to be completed in August.
2. Remodeling of office facilities were not finished until mid August.
3. There was some late arrival of equipment and materials although this was minor.
4. The establishment of a reference center (a continuous process) took most of the first semester to get started; book and audio visual materials had to be ordered, previewed, purchased, and catalogued, and a bibliography made of these materials to present to teachers. Hence most of these materials were not available to fifth grade teachers' use during the first five months of the seven month experimental period.
5. It was not possible to schedule the culminating field experience prior to the post testing because of the amount of time it took to collect data and have evaluators analyze the data.
6. One fifth grade teacher was able to participate in the only one in-service meeting and unable to participate in field experiences because of health reasons. Room mothers took her place on field trips.
7. Because of time needed for evaluation analysis the experimental period was closer to six months.
8. The few students that left the project area during the course of the experiment would have had negligible effect on the experiment because of the relatively large target group.

(cont.)

PART I--Information and Project Description (cont.)

3. e. The Upper Mississippi Environmental Awareness Test (UMEAT) is a 50 item knowledge test designed to measure the fifth grade pupil's understanding of environmental concepts. The instrument evaluates fifth grade students in Carroll County by a pre-post test method. The pre-test was administered in early Sept. and the post test in mid March so the actual experimental period was less than seven months. The tests were administered in the homeroom classes in the participating school districts by ECO-Center professional staff members. The test responses were transferred to IBM sheets by ECO-Center professional staff members and non-professsional clerical personnel. Computer analysis was done in March at Northern Illinois University Office of Testing. Evaluation and analysis was done by Dr. Ary, Professor of Education, Northern Illinois University.

The UMEAT test was developed by ECO-Center staff members with the assistance of university consultant, Dr. Donaldson. There were no valid instruments available for this level and knowledge area. In all three administrations of the UMEAT the Kuder-Richardson reliability was .86. This is a quite high reliability for a test that is being administered for the first time without revisions and rewriting designed to increase reliability. It indicates that UMEAT has high internal consistency. Test data from the present project period also indicates the test has a high reliability. The pre-test mean on the 50 item test was 30.6 which meant that there was no ceiling effect. The test was capable of effectively measuring a wide range knowledge.

Roth's Study* on Environmental Management concepts was used as a basis for developing the instrument and as a means of providing construct validity for UMEAT.

Experts in the field of environmental education determined that UMEAT questions had appropriate content validity for measuring environmental knowledge. The experts included Dr. Robert Vogl and Dr. George Donaldson of Department of Outdoor Teacher Education of Northern Illinois University, Don Jurgs, Director of Outdoor Education, Bettendorf Schools, Bettendorf, Iowa.

*"Fundamental Concepts of Environmental Education (K-16) "Environmental Education, Vol. 1, No. 3, Spring 1970"

3. f. The experimental group had a pre-test mean of 30.60 on the pre-test ($\sigma = 8.10$), and a post-test mean of 36.90 ($\sigma = 7.41$). The UMEAT was also given to the control group of 77 students in a non-participating school at the same time the experimental group did their post-test. The mean of the control group was 32.31 (σ - 8.05).

(over)

PART I--Information and Project Description (cont.)

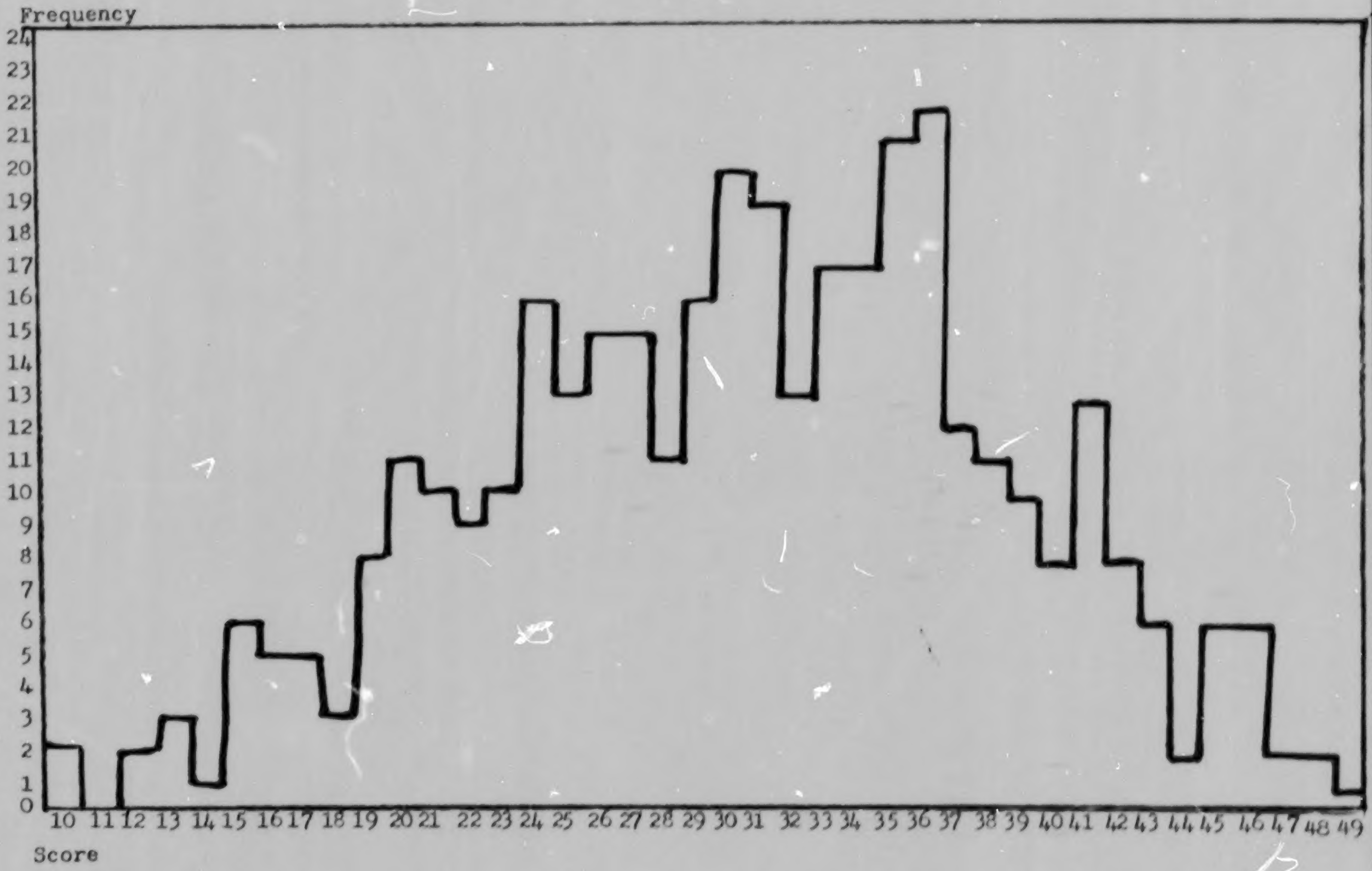
3. f. The test indicates evidence of student progress in knowledge. (See attached charts.)

A fifth grade teacher report form, which was not part of the original evaluation plan, was administered in March. In this form teachers were asked how well they thought the program met objectives for students and teachers. They used a 4 point scale to indicate their perception of the accomplishment of the objectives. A one rating means high degree of accomplishment and four low. Their means were 1.4 for the program increasing student understanding of environmental problems and 1.7 for increased student knowledge of basic environmental concepts. In general teachers perceived a high degree of accomplishment for changing student behaviors and attitudes. All teachers indicated pupils enjoyed the activities of the project which seems to indicate a positive reception for continuation. Among the student behavioral change the teachers reported were increased tendency to avoid littering and to pick up trash, increased use of recycable containers, more awareness elements in the environment, and a tendency to shift from viewing birds and animals as basically something to shoot to viewing them as something to be appreciated.

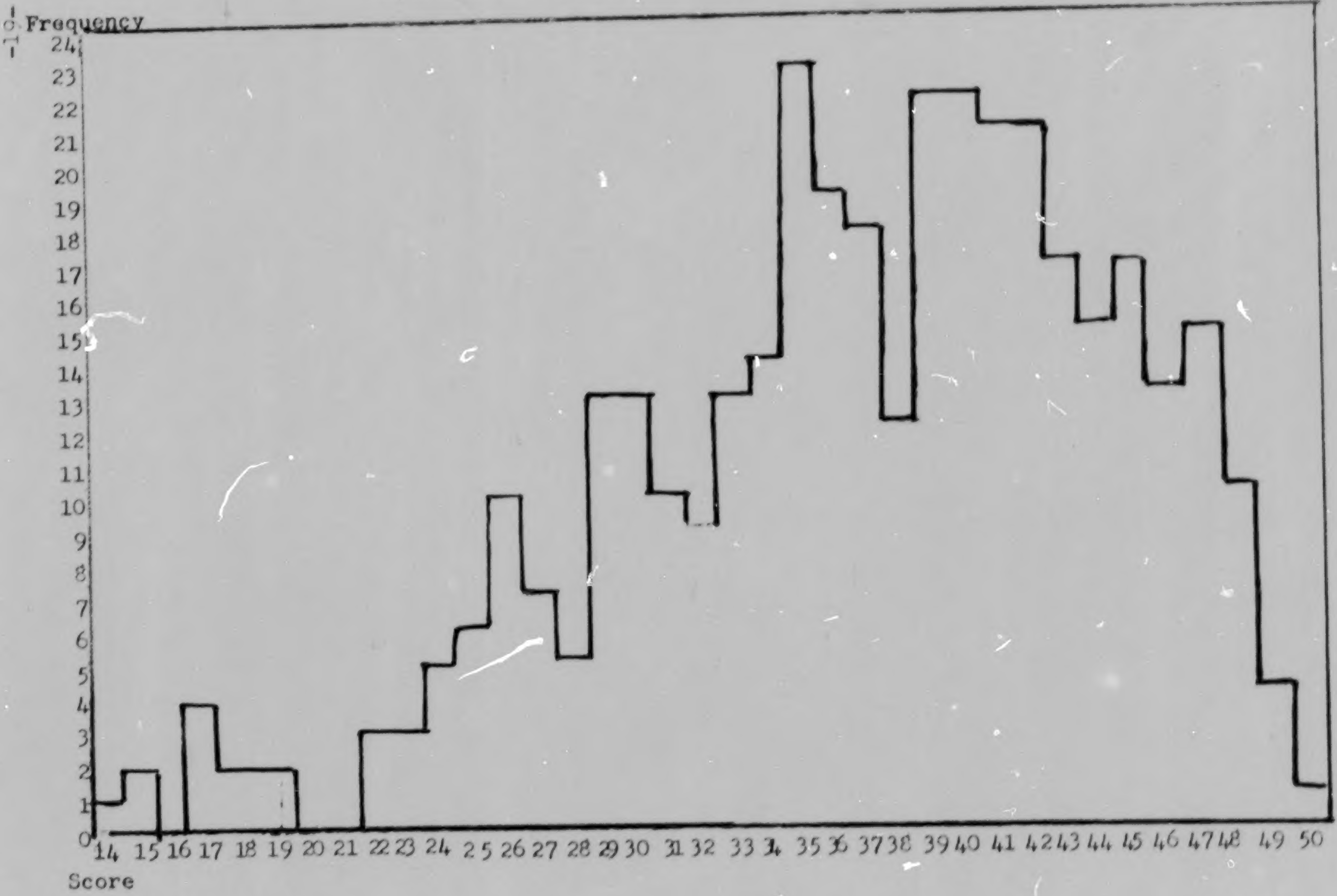
(See attached charts)

(cont.)

Experimental Pretest - September, 1972 UMEAT

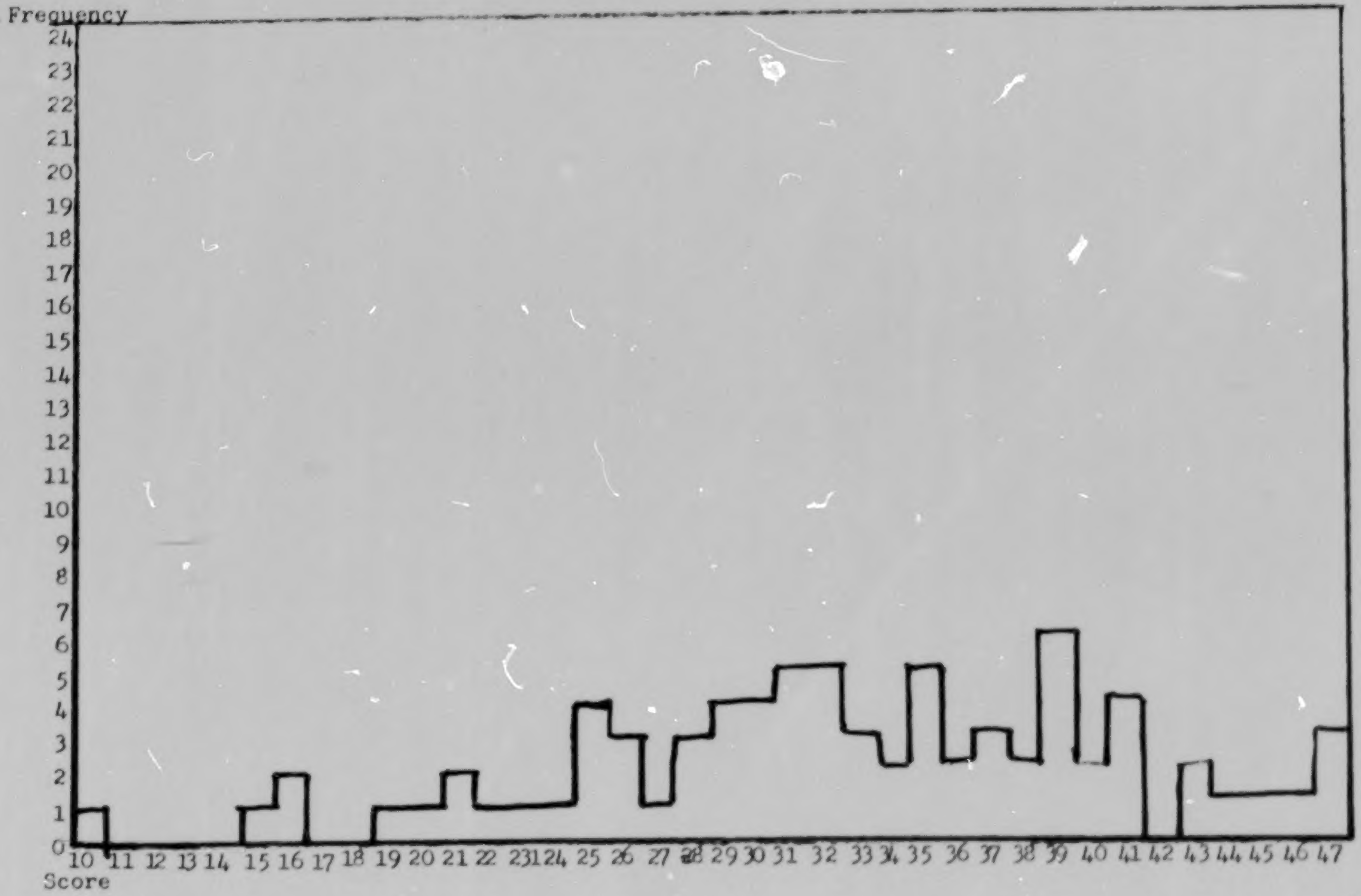


Experimental Group Post-test - March, 1973



Control Group Post-test - March, 1973

UMEAT



PART I--Information and Project Description (cont.)

3. g. The difference between the experimental groups pre and post-test means + 6.24 was tested for statistical significance at the .001 level with a non-independent t test. This indicated that the gain shown is unlikely to be a function of chance and can be attributed to the effects of the program. Basically the test indicates evidence of student progress in knowledge.

An independent t test for post-test difference between the means of experimental and control groups yielded a t value of 4.88 significant at the .001 level indicating that the higher post-test scores in the experimental group are not a function of chance.

The ideal arrangement for maximizing internal validity would have been to randomly assign subject to experimental and control groups. This was not possible so a Static-Group Comparison (Campbell and Stanley Design #3) and One-Group Pretest-Posttest Design (Campbell Design #2)were used.

The Static-Group Comparison used fifth graders in a similar rural school district as the control group. The employment of such a non-random control group eliminated history, testing, instrumentation and regression as possible threats to internal validity. The additional use of the One-Group Pretest-Post-test Design provided control over selection and mortality. This leaves maturation, interaction of selection and maturation, and interaction of selection and treatment as possible internal validity threats.

Maturation certainly must be considered in interpreting the results. The children in both experimental and control groups could have learned environmental concepts from other school activities, television, newspaper, etc. during the course of the experiment. It should be noted that the control group post-test, while lower than the experimental group post-test, is higher than the experimental group pretest. Given the similarities between the two groups it is reasonable to assume that the latter difference is a function of maturation and represents the mean that might have been expected for the experimental group if no treatment had been given. However, since pre-test scores were not available for the control group this must remain a reasonable conjecture rather than an evidence-based conclusion.

Interaction of selection and maturation and interaction of selection and treatment are not specifically controlled by the two designs used. However, given the populations studied and the nature of the treatment, it is unlikely that either of these interactions posed a threat

(over)

3. g. to internal validity in this study. None of the conditions described by Campbell and Stanley in their explanation of these interactions were present in this study.

Since the subjects for the study were not randomly selected from a large population we do not have evidence of external validity. We can only say that it is reasonable to suppose that the results could be generalized to populations similar to the subjects of the study.

3. h. The growth in environmental knowledge shown by students in the experimental group is evidence of the effectiveness of the program. There appears to be no other program with demonstrated effectiveness in this area. A search through ERIC documents and CIJE entries discovered only one other program where a systematic objective evaluation of student gain in environmental knowledge was made. The results of this evaluation were not reported. Over 1300 ERIC documents are listed under the description "environmental education", but none included data on successful advancement of environmental knowledge. A conventional search of related literature also failed to yield such studies.

In other studies in this field internal evaluation procedures range from subjective ratings to quantitative measures. However, most evaluations are based on results from survey questionnaires or subjective rating systems. Our evaluation of this project was based on rigorous objective data. The measurement procedures are superior to those employed in other projects.

In the absence of any data from any other project we can assume that our project is superior to the rest in terms of design, results, and instrumentation.

We have no evidence as to the generalizability of our findings, but it is reasonable to assume that the findings would be generalizable to similar populations.

PART I--Information and Description

4. 1972-73 Grant Period

Developmental Cost = $42,917.70

Operational Cost = $23,574.22

Estimated Start Up Cost = $7,425.00

PART I--Information and Project Description (cont.)

5. Outlined below are the process steps other school districts would take when adopting the ECO-Center project.

   A. Adapt materials from the ECO-Center project.
   B. Hire staff
   C. Order materials and supplies
   D. Staff training period
   E. Program planning
   F. Implement program
   G. Evaluate effectiveness

1. The adopting district should familiarise themselves with the formal proposal and applications for continuation to determine whether to adopt or adapt. The district (s) should also obtain copies of all essential materials produced by the project.

2. A staff should be hired or selected that meets project qualifications.

3. Equipment deemed by the staff to be necessary for the project should be ordered immediately to insure delivery and availability for use. Likewise all materials and supplies should be ordered in advance preferably prior to the staff planning period. The staff will need reference materials in planning their program. The types of materials and equipment that are required by this project can be found in school supply catalogs and science equipment catalogs. What equipment is needed would depend upon what is available for use in the adopting district and what the adopting school wants to use.

4. Essential to success initiating a new program is that the staff have prior planning time. Because many essential materials have been developed by the ECO-Center this planning time is lessened somewhat. Depending upon the scale of adoption an estimate of 2-4 weeks of planning time is required. Also recommended is that a consultant with experience in the field be utilized for staff development for at least 2 days. Because of the innovativeness of environmental education there may not be university training available in the area of the adopting school and much training of the staff will be self training.

5. The Teacher's Guide to UMECO Fifth Grade Environmental Education has been developed as a model for setting up an interdisciplinary approach to environmental education. Steps, objectives,procedures and examples are explained in the guide.

6. Also available from the ECO-Center are instruments to evaluate instrument effectiveness.

The following provides more detailed information on essential materials, equipment, and personnel training used by the ECO-Center project.

(over)

PART I--Information and Project Description (cont.)

5. (Cont.)

Procedures and materials necessary for personnel training: are:

1. Personnel were first asked to review and study the formal project application and to review Roth's Concepts of Environment Management in preparation to start program planning.

2. An up to date reference library is kept for staff development. This includes newsletters, periodicals, and books in the environmental field. An excellent guide used by the staff for outdoor study is Teaching in the Field by Lou and George Donaldson. Keeping abreast of this rapidly moving field is a continuous process. The staff is continuously reviewing new materials that are being marketed.

3. Much of the staff's training is informal depending upon what they are teaching and what their teaching environment is. Training may also consist of looking over an outdoor site in order to develop learning activities for that particular site.

4. Consultants are used for staff development. The staff was involved in program development with Dr. Donaldson, general consultant. Also when consultants are used for in-service training sessions, these sessions are also considered developmental sessions for staff members.

5. Visitation days are allowed for staff members to visit programs that have similarities.

6. Staff members are encouraged to attend workshops on environmental education or attend meetings held by organizations interested in environmental education.

7. Since the staff of the ECO-Center is small there wasn't a set procedure for personnel training. The staff has worked very closely in planning the project program. Each staff member has aided in the other's training by lending their expertise to program development.

8. Prior to the start of the project:

    (a) The project director completed an MS in Ed. degree in Outdoor Teacher Education by spending three summer sessions at Lorado Taft Field Campus in Northern Illinois University in Oregon, Illinois.

(cont.)

PART I--Information and Project Description (cont.)

5. (Cont.)

8. (Cont.)

(b) A project instructor spent nine weeks at Lorado Taft Field Campus taking courses prior to starting work on the project.

(c) The second instructor brought over 15 years of teaching experience with her and three years of working with the Carroll County Teachers Outdoor Education Committee prior to starting the project.

9. In-service training sessions, classroom instruction and field experience sessions were used to train classroom teachers.

10. A fifth grade teacher's handbook has been developed. This is used by participating teachers and could be used to train new fifth grade teachers. The handbook would also be a valuable training device for school districts that are adapting/adopting this project.

11. The ECO-Center keeps a complete program file of materials developed. These materials are available for dissemination.

12. A bibliography of environmental materials has been developed which would aid personnel adopting/adapting this project.

In summary there is not a singular set of procedures or materials for personnel training in a project of this type. Much of the training must necessarily come from a variety of sources. The ECO-Center has put together a handbook which now serves as a model for setting up an environmental program such as the ECO-Center project.

Special equipment (hardware) required for the project:

The project required the usual office equipment for printing materials and storage, such as typewriter, ditto machine, mimeograph machine, and filing cabinets.

Some special field equipment has been used;however the project has maintained that a lot of elaborate equipment is not needed when studying in the field and has no intention of taking the classroom into the field. A good deal of outdoor equipment can be homemade and field experiences can be conducted with no supporting equipment.

(over)

PART I--Information and Project Description (cont.)

5. (Cont.)

Some of the special equipment that have been utilized for different day camp type field experiences are listed below; none of these are absolutely required to conduct a field experience.

Clipboards
Binoculars
Emergency Stretcher
Windspeed Indicator
Water test kits to test minerals and detergent
Thermometer
Secchi Disc
Aquatic Nets
Soil Augar
Sling Pschometer
Soil Thermometer
Increment Borer
Field Compasses
Hand Lens

Special equipment required for in-service training sessions includes audio visual equipment such as:

Film Projector
Filmstrip Projector
Overhead Projector
Cassette Recorder
Slide Projector

Special equipment required for publicity releases and developing program descriptions include:

Polaroid Camera
35 MM Camera

Special equipment required for overnight camping and high school canoe camping course included:

Camping equipment for 24, including tents, cook ware, stoves, lantern, water containers, storage bags, etc.

Most of the equipment used in this project was to equip the offices and for audio visual materials. The other major expenditure has been for camping equipment. Field experiences can be conducted with little or no supporting equipment.

Essential materials (software) used by students, teachers, and others and the source and cost of items. Describe availability of the materials.

(over)

PART IV--Exportability (cont.)

5. (cont.)

Materials	Source	Cost	Availability
Reference materials Text material A-V materials	See attached ECO-Center Bibliography of Environmental Education Materials for a listing of materials and sources. P. 47 has address of company that handle most commercial reference materials.	Reference materials - $1,191. Text Books$769. A-V Material- $6,593.	All materials listed are available unless out of publication.
Bibliography of Environmental Education Materials	Upper Mississippi River ECO-Center, R. R., Thomson, Ill.	25¢	Available in limited quantities
Teacher's Guide to UMECO 5th Grade Environmental Education.	Upper Mississippi River ECO-Center, R.R., Thomson, Ill.	$5.00(Est)	Second edition printed available fall 1974.

PART I--Information and Description (cont.)

6.

	Title	Description	Cost
1.	Bibliography of Environmental Education Materials	A comprehensive listing of ECO-Center reference materials.	$1.00
2.	Environmental and Outdoor Education Resource Packet	Activities designed for intermediate level student's use in the outdoors.	$1.00
3.;	Teacher's Guide to UNECO 5th Grade Environmental Education	An interdisciplinary guide and approach to environmental education contains objectives, activities, and evaluation for field trips, school site and classroom instruction. Second edition to be printed by Sept. 1974.	$5.00 (Est.)
4.	Project Description Brochure	Describes project activities during the first year of operation. Available June 1974.	25¢
5.	Project Newsletter	A newsletter intended for the grade school teachers in the project area. Contains environmental information and teaching ideas.	25¢

PART I--Information and Project Description (cont.)

7. Describe Unanticipated Outcomes and Spinoff Findings:

The project has moved the fifth grade students farther in knowledge and awareness than anticipated. There is also enough indication to show an attitude change among the fifth grade students.

Outlined are other areas that the staff feels exceeded expectations and are spin offs and unexpedted outcomes of the project.

1. There was 100% participation among the school districts and active participation among the teachers involved. This a credit to the teachers, and to staff members in handling the situation.
2. Much more follow up studies and inquiry went on in the classroom after the field trips and classroom visits by staff members that was expected. Teachers would coordinate the experience with other subject matter such as science, English or Art.
3. The target activities have stimulated interest among other teachers of the districts. This is indicated by the number of requests for materials and requests for aid in planning and conducting field trips. Besides the fifth grade wxperiences the staff will have conducted by the end of May 26 additional environmental awareness trips with all grade levels. This represents approximately 780 students exposed on these trips

PART I--Information and Project Description

7. (Cont.)

4. In-service training sessions: Besides the in-service training sessions for target teachers, the staff has planned and conducted afternoon in-service sessions for 5 of the 7 school districts in the project area. This means an additional 150 teachers K-12 have received in-service training.

5. A college credit Outdoor Education class was arranged for and held at the ECO-Center last fall. Several target teachers attended. Several curriculum guides were produced. Forty-three teachers in the project area took the class. Plans are now under way to offer a course on environmental quality next fall.

6. The staff has found the general response to the project by the parents favorable. Several of the room mothers or fathers have went on all the field experiences and expressed their feeling that the program was good and the children were really learning something and not just going on a hike. The same reaction was found among the groups the Center presented programs to. The request for speaking programs has also multiplied.

7. The ECO-Center staff is doing the kinds of activities that have been identified by "environmental education experts" as being essential to a comprehensive program. These activities include curriculum revision, in-service training, getting the student out into the environment, providing materials for teachers, developing local materials, identifing resources, and attempting to get a concerted effort K-12.

8. Students are definitely more aware and more inquisitive about their environment. The staff could see a difference in student behavior on the third field experience as compared to their behavior on the first one.

9. Fifth grade classes have become more "alive, existing, interesting". In many cases target teachers are getting out and doing more activities. Students are motivated more by these types of activities. This may be the most important part of the project. Teachers are trying new techniques and activities.

10. There is evidence of social growth between student and teacher. Being on all day field experiences in and out of class situation brings the teacher more on the same level of the student. The social and motivating aspects of outdoor education have always been one of outdoor educators behavior objectives.

(cont.)

PART I--Information and Project Description

7. (Cont.)

11. There was apprehension among some administrators and school boards at the start of the project, but generally they have been pleased with results of the project.

12. Imput from local agencies has in some respects been better than expected. (This is outlined following this part.)

13. The survey of teachers indicates that more teachers now see the need for environmental education and are doing something about it. This is one of Superintendent Bakalis's goals for the seventies and the ECO-Center has moved teachers a great deal in meeting this goal.

14. A high school camping course has evolved out of the project.

The Center has had excellent cooperation with various agencies in the county. These people also serve on the Advisory Council. The following is a listing of the results of cooperation.

1. The Soil and Water Conservation committee has donated pamphlets, books, and trees to the Center. They have set up a fifth grade essay contest on conservation and are considering setting up a Soil and Water Conservation tour for teachers and students.

2. The Upper Mississippi Wildlife Refuge manager has cooperated by allowing students to tour the Spring Lake closed area during waterfowl migration season. He has provided work-service projects on the refuge for the summer camping program, and has also provided ideas for future project activities.

3. The Army Corps of Engineers has allowed the Center to use Lock & Dam in the field trip on river study.

4. Mr. Brinkmeier, the Cooperative Extension advisor has loaned slides, gave ideas, and has provided information on camp sites.

5. Agencies showing cooperation or at least interest by requesting speaker for programs:

   a. Rotary Club, Savanna
   b. Rotary Club, Milledgeville

(over)

PART I--Information and Project Description

7. (Cont.)

5.
  - c. Thomson Woman's Club
  - d. Mississippi Valley Nature Club
  - e. York Cedar 4-H Club
  - f. Soil and Water Conservation Board
  - g. Catholic Daughters of America
  - h. Thomson PTA
  - i. Retired Teachers
  - j. F. H. A. Rally
  - k. Lanark Woman's Club

PART II--Effectiveness/Success

Project objective(s) identified for validation have been attained and the performance of the learner has been improved.

Performance Objective -

1. Given the first seven months of the 1972-73 school term fifth grade students of Carroll County* participating in ECO-Center fifth grade activities will have increased their understanding of the basic concepts of environmental management as stated in Robert E. Roth's Fundamental Concepts of Environmental Education (K-16) Environmental Education (Vol. 1, No. 3, Spring 1970) The difference in means will be statistically significant at the .05 level of confidence.

* The target fifth grade group consists of approximately 390 fifth grade students and 16 homeroom teachers in the seven school districts of Carroll County.

Procedure Activity

1.A.1. Identification and development of area resources for student field experiences by ECO-Center Staff.

1.A.2. A minimum of three field trips to appropriate sites in the communities involving ECO-Center Staff and homeroom teacher. (Fall, Winter, Spring)

1.A.3. A minimum of six in-class instructional sessions with ECO-Center Staff and homeroom teachers.

1.A.4. A minimum of four visits to each target classroom by local resource persons.

Techniques of Evaluation

1.B.1. Pre-test and post using: (Sept.72, and March 73) Upper Mississippi Environmental Awareness Test. This is an ECO-Center produced test based on the applicable portion of Roth's Fundamental Education[1] and designed for the fifth grade students.

1.B.2. Administration of Upper Mississippi Environmental Awareness Awareness Test to a control group in March 1973.

[1] Results of Robert E. Roth's doctoral disseration published in Environmental Education, Vol. 1, No. 3, Spring 1970)

PART II--Effectiveness/Success (cont.)

Objective No. 1

1. State objective:

Performance Objective

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1.B.2. Administration of Upper Mississippi Environmental Awareness Test to a control group in March 1973.

[1] Results of Robert E. Roth's doctoral disseration published in Environmental Education, Vol. 1, No. 3, Spring 1970)

PART II--Effectiveness/Success (cont.)

Objective No. 1

2. Provide evidence to justify the need for the objective under consideration by describing the needs assessment procedures and the related findings.

Description of needs assessment and findings:

Environmental education has been identified at the national, state, and local levels as being a critical needs area in education.

At the national level the U. S. Office of Education has responded to the growing concern over the environmental crisis that threatens man's survival by enacting the Environmental Education Act of 1970 (Public Law 91-516). In 1971 Congress appropriated over 3,000,000 dollars to continue funding environmental education activities under the above law, and the Office of Education has earmarked an additional 11,000,000 dollars under 20 other funding sources including Title III discretionary funds. (DHEW Publication No. (OE) 72-41.

At the state level Illinois Superintendent of Public Instruction, Michael J. Bakalis has identified top priorities of educational need for Illinois schools in "Action Goals for the Seventies, An Agenda for Illinois Education. One of the curriculum needs identified by Bakalis was in the area of Conservation and Environmental Education. By 1973 a state Plan for Conservation and Environmental Education was to be developed in Illinois. Steps to meet this state plan included: each local school district and educational service region establishing environmental educational centers, and workshops for teachers in conservation and environmental education to be established.

A comprehensive study of educational needs was completed by the Illinois Title III Department in 1969 in cooperation with the Department of Educational Research. One of the six critical needs of the state was identified as the need for curriculum reform in the Ecology-Environmental area.

In a publication from The Office of the Superintendent of Public Instruction State of Illinois Forces for Change in Illinois Schools, Superintendent Michael J. Bakalis identified innovative and exemplary Title III projects designed to help solve persistent educational problems. Environmental Education is identified as one of these problem areas.

(over)

State Plan for Environmental Education

In 1967 the teaching of conservation became law in Illinois public schools. In 1970 the Environmental Education Act was passed; in 1971 a state wide conference was held at Lorado Taft Field Campus of Northern Illinois University, and a document submitted to Governor Ogilvie entitled a Proposal for the Development of a Master Plan for Environmental Education for the State of Illinois. In response to a refocusing of public attention upon the fate of our natural system Dr. Michael J. Bakalis, Supt. of Public Instruction conducted statewide hearings to all citizens to voice their concerns relative to environmental education. Following these hearings a Task Force for Environmental Education was established to plan an Illinois Master Plan for Environmental Education. A draft copy was completed in 1972 and revisions are still being made. The ECO-Center project meets many of the goals set forth in the draft copy.

Local

The Carroll County Outdoor Education Committee has identified a need for teacher in-service training, the identification and development of area resources for student field experiences and the coordination of the educational activities of area agencies.

A survey taken by the Superintendent of the Carroll Educational Service Region in October 1971 revealed that many classroom teachers of the county desired to use natural resources of the area while in practice only a small minority made use of the natural resources because of their feeling of incompetence and unfamilarity with what was available and how to teach it. The students of Carroll County are typical of those found in rural areas of Northern Illinois. Such students are typically not prepared to cope with the problems of our environment because lack of information, limited knowledge of concepts and few opportunities for out-of-classroom experience. Previous attempts at environmental education by individual teachers, the County Outdoor Education Committee, local administrator, and various organizations have been sporadic and uncoordinated. The ECO-Center project attempts to coordinate this effort.

The fifth grade level was identified as the pilot study group because: students at this level are starting to conceptualize their life styles and attitudes are still in the formative stage, they are starting to be able to problem solve, they are able to assimilate knowledge, and they are administratively easier to reach than higher grade levels. In subsequent years a second thrust by the project will occur above and below the pilot group. The fifth grade objective meets the findings of the needs identified on the federal, state, and local level as briefly outlined above.

PART II--Effectiveness/Success (cont.)

Objective No. 1

3. Activities for the attainment of the objective:

The ECO staffs employment started in August 1972. The month of August was used by the three staff members to plan out program activities and ready evaluation materials. Several meetings were held with consultant, Dr. Donaldson to plan out program activities. Applicable concepts were identified from Roth's study. Program objectives would be designed to increase the student knowledge of applicable concepts from Roth's study.

The following were identified as essential activities necessary to increase fifth grade student knowledge:

a. Field experiences
b. Classroom instruction
c. In-service training of fifth grade teachers
d. Identification and development of area's resources
e. Providing fifth grade teachers with information
f. Developing curriculum materials.

Field experiences - A minimum of three all day field trips to appropriate sites was set as a goal. Four field trips were completed by April 30, 1973. Evaluation occurred before the final experience. Objectives, activities, and procedures were developed for experience. Locations were determined for each experience.

Fall - Environmental Awareness-Bluffville Outdoor Education Site
Nov. - Man and the River -Mississippi River
Feb. - Sanitary Disposal plant visit -Each community
March - Man and the Elements -Camp Benson

Each pupil received a minimum of twenty hours of out-of-class instruction. Each experience required a minimum of two full time professional employees and four trips for sixteen classes would mean approximately 64 trips conducted for fifth grade classes.

Classroom Instruction:

Six in-class instructional sessions were held between pre-and post test by April 1973. The sessions were from 45 minutes to 1 hour in length and required one professional instructor. 16 classes of 6 means approximately 96 class-

(over)

PART II--Effectiveness/Success (cont.)

3. (cont'd)

room visits were made. The classroom instruction sessions covered the following topics: Environmental awareness, Man and the River natural resources conservation, environment and man's effect on it, solid waste disposal-pollution, geological history and weathering.

In-Service Training - Fifth grade teachers received a minimum of four days of in-service training to enable them to better teach environmentally in their classrooms. In-service training sessions dealt with techniques of teaching in the field, curriculum development, student centered environmental activities, environmental impact, school site use, and an introduction to current commercial materials and audio visual aids in environmental education. The in-services required a minimum of two staff members in the planning and implementing stages and required the use of a consultant for one session. Fifteen fifth grade teachers received a minimum of twenty hours of in-service training. Feed back from fifth grade teachers indicates they have used information and ideas gained from the in-service training back in the classroom. Teachers in these in-services were encouraged to develop their own interdisciplinary approach to environmental education. In future years staff members will not be available to conduct classroom instruction sessions and teachers were shown methods of incorporating environmental education into the already ongoing curriculum.

Identification and Development of Area Resources

A directory of resources for Carroll County was developed. The directory contains a listing of places and persons in the county that would have educational potential. The directory was not finished until May. The staff identified areas for conducting the fifth grade field trips. The staff also developed Bluffville Outdoor Education Site for use by students and teachers. Trails and learning activities were developed for this site. This activity was an ongoing one and required imput from all three staff members at various points in program development.

Providing Environmental Information to Fifth Grade Teachers

Newsletters were sent out to grade school teachers twice a month. The newsletters provided up-to-date information on environmental concerns, teaching ideas, and information on materials available for loan. A resource library has been developed and a bibliography of materials listed. Fifth grade teachers have received copies of the bibliographies and teachers may borrow materials from the Center. One staff member has provided the main emphasis in this area writing newsletters

(cont.)

PART II--Effectiveness/Success (cont.)

3. (cont'd)

cataloging materials, previewing audio visual material, developing the bibliography. The bibliography was developed in November, December and January and has been revised since.

Curriculum materials

A fifth grade teacher's handbook has been developed and is currently being revised. This handbook has required imput from the three staff members and the fifth grade teachers.

Non-professional Staff

One full time person was employed to provide clerical and bookkeeping services. A part (.5) time student aid was also used to provide clerical assistance. Part time maintenance personnel (.1) were required for cleaning and upkeep of ECO-Center facilities.

The staff estimates that after development one full time member could conduct the fifth grade program. Since the staff is presently conducting programs in the fourth, fifth and sixth grades.

PART II--Effectiveness/Success (cont.)

Objective No. 1

4(a). Describe evaluation design:

Pre-post test design using a knowledge test based on Roth's concepts.

A control group was used to provide a Static-Group Comparison (Campbell and Stanley Design #3) and within the experimental group a One-Group Pretest-Post test Design (Campbell and Stanley Design #2) was used.

PART. II--Effectiveness/Success (cont.)

Objective No. 1

4.(b). Procedures Used for Evaluation:

A validated evaluation instrument was sought, none was available for this level. An instrument was then developed based upon applicable concepts from Roth's Study. The instrument was developed by the ECO-Center staff and Dr. George Donaldson, consultant.

The test administered in August to a group of students that had completed fifth grade, to discover inconsistencies and deficiencies. The test was then revised with minor changes. The pre-test was administered to each fifth grade class by staff members in September prior to fifth grade ECO-Center activities. The test was read to eleminate the affect of reading deficiencies in the scores. The post-tests were administered in March by a staff member using the same administration methods. Test responses were transferred to IBM sheets and sent to Northern Illinois University testing Department for analysis. Dr. Ary, evaluation consultant ran the test analysis.

As a cross check Dr. Ary suggested a control group be formed outside of Carroll County to compare with the experimental group. A school in an adjoining county with similar type environment and similar student body was found and the entire fifth grade was tested. Again results were transferred to IBM sheets and Dr. Ary ran the analysis at Northern Illinois University. The control group test was administered at the same approximate time as the experimental group. The groups would be at the same developmental stage.

The experimental post-test was administered prior to the culminating field experience in March and April to enable the evaluator time so the evaluation could be included in the application for continuation report on April 30th. It would be expected that better results might have been obtained had the test been administered after the culminating field experience.

PART II--Effectiveness/Success (cont.)

Objective No. 1

4(c). Describe the activities:

The experimental group had a pre-test mean of 30.60 on the pre-test (σ = 8.10), and a post-test mean of 36.90 (σ = 7.41). The difference between the experimental group pre and post-test means + 6.24 was tested for statistical significance at the .001 level with a non-independent t test. This indicated that the gain shown is highly unlikely to be a function of a chance and can be attributed to the effects of the program. Basically the test indicates evidence of student progress in knowledge.

The UMEAT was also given to the control group of 77 students in a non-participating school at the same time the experimental group did their post-test. The mean of the control was 32.31 (σ + 8.05). An independent t test for the post test difference between the means of experimental and control groups yield a t value of 4.88 significant at the .001 level indicating that the higher post test scores in the experimental group are not a function of chance. The control group score adds further evidence that the gain by the experimental group was due to project activities and not normal growth since the control group was tested at the same stage of growth.

A fifth grade teacher report form, which was not part of the original evaluation plan, was administered in March. In this form teachers were asked how well they thought the program met objectives for students and teachers. They used on a 4 point scale to indicate their perception of the accomplishment of the objectives.

They ranked the two objectives for students.

a. Increase in student understanding of environmental problems.

b. Increased student knowledge of basic environmental concepts. 1.4 and 1.7 respectively on a 4 pt. scale where 1 indicates a high degree of accomplishment and 2 a moderate degree of accomplishment.

In general teachers perceived a high degree of accomplishment for changing student behaviors and attitudes. All teachers indicated pupils enjoyed the activities of the project, which seems to indicate a positive reception for continuation. Among the student behavioral change the teachers reported were increased tendency to avoid littering and to pick up trash, increased use of recycalbe containers, more awareness elements in the environment, and a tendency to shift from viewing birds and animals as basically something to shoot to viewing them as something to be appreciated.

PART II--Effectiveness/Success (cont.)

Objective No. 1

4(d). Sampling technique:

"Not Applicable" (NA)

PART II--Effectiveness/Success (cont.)

Objective No. 1

4(e). Evidence of Equivalency:

The experimental group consisted of the entire fifth grade population of Carroll County. It was necessary to find a control group outside the county. The control group needed to be the same level, from a similar socio-economic area, and large enough for a representative sample. The control group selected was from Prophetstown Community Unit District. Prophetstown is located in an adjoining county in northwestern Illinois and is about 20 miles away. Prophetstown is typically a small town rural area similar to the seven communities of Carroll County. The populations of these areas would have similar characteristics and need. The school system is a unit district as are the school districts of Carroll County. The fifth grade population tested totaled 77.

PART II--Effectiveness/Success (cont.)

Objective No. 1

4(f). Identify and describe the instrument:

The Upper Mississippi Environmental Awareness Test (UMEAT) is a 50 item knowledge test designed to measure the fifth grade pupil's understanding of environmental concepts. The instrument evaluates fifth grade students in Carroll County by a pre-post test method. The pre test was administered in early Sept. and the post test in mid March so the actual experimental period was less than seven months. The tests were administered in the homeroom classes in the participating school districts by ECO-Center professional staff members. The test responses were transferred to IBM sheets by ECO-Center professional staff members and non-professional clerical personnel. Computer analysis was done in March at Northern Illinois University Office of Testing. Evaluation and analysis was done by Dr. Ary, Professor of Education, Northern Illinois University.

The UMEAT test was developed by ECO-Center staff members with the assistance of university consultant, Dr. Donaldson. There were no valid instruments available for this level and knowledge area. In all three administrations of the UMEAT the Kuder-Richardson reliability was .86. This is a quite high reliability for a test that is being administered for the first time without revisions and rewriting designed to increase reliability. It indicates that UMEAT has high internal consistency. Test data from the present project period also indicates the test has a high reliability. The pre test mean on the 50 item test was 30.6 which meant that there was no ceiling effect. The test was capable of effectively measuring a wide range of knowledge.

Roth's Study* on Environmental Management concepts was used as a basis for developing the instrument and as a means of providing construct validity for UMEAT.

Experts in the field of environmental education determined that UMEAT questions had appropriate content validity for measuring environmental knowledge. The experts included Dr. Robert Vogl and Dr. George Donaldson of Department of Outdoor Teacher Education of Northern Illinois University, Don Jurgs, Director of Outdoor Education, Bettendorf Schools, Bettendorf, Iowa.

*Robert E. Roth's Fundamental Concepts of Environmental Education (K-16 "Environmental Education, Vol. 1, No. 3, Spring 1970"

PART II--Effectiveness/Success (cont.)

Objective No. 1

4(g). Evidence of qualifications:

The persons responsible for the collection of data were the three ECO-Center professional staff members. All three are certified teachers in the State of Illinois. Staff members and a clerical aid transferred test scores to IBM sheets. Computer analysis was done at Northern Illinois University Office of Testing Services. Evaluation of data was done by Dr. Ary and Dr. Vogl, Professors of Education at Northern Illinois University.

PART II--Effectiveness/Success (cont.)

Objective No. 1

4(h). In order to avoid student error in filling out the machine scored answer sheets, ECO-Center professional and non-professional staff transferred responses from the test sheets to IBM sheets.

The data was processed by the Northern Illinois University Computer using bio-med programs for the requested analysis. The only possibility of error would be in the computer programming or processing which would be highly unlikely.

PART II--Effectiveness/Success (cont.)

Objective No. 1

4(i). The data analysis procedures used to treat and interpret the data from the UMEAT test were: (a) t test for independent means for comparing experimental and control groups and (b) t test for non-independent means for comparing the experimental groups pre and post test.

The person responsible for the analysis was Dr. Donald Ary, Professor, Department of Administration and Services, Northern Illinois University, DeKalb, Illinois. Dr. Ary has many articles and three books published in the area of research in education; including, Introduction to Research in Education, Holt, Rinehart, Winston, 1972 together with Lucy Jacobs of Indiana University and Asyhau Razavich of Pahlavi University, Iran.

PART II--Effectiveness/Success (cont.)

Objective No. 1

5. Evidence:

The project objective criterion was that the gains of the experimental group from pre test to post tests would be statistically significant at the .05 level of confidence. The actual gain exceeded this and was statistically significant at the .001 level of confidence.

The difference in means between the experimental and control group was also statistically significant at the .05 level of confidence.

PART II--Effectiveness/Success (cont.)

Objective No. 1

6. Conclusions:

Based on results reported from evaluation findings fifth grade students of Carroll County increased their understandings of the basic concepts of environmental management.

Evidence of this change is that statistically significant gains were made from pre to post test by the experimental group, and an equivalent control group tested at the same point in time had a mean score significantly below the mean score of the project group. Experimental and control groups were drawn from very similar communities both being rural lower middle class groups. Although these groups do not represent a random sample of students it is highly likely that the findings of this study could be generalized to other similar communities.

The associated cause of learner change during the experimental period were the ECO-Center procedural activities as described on page 22 of this report.

PART II--Effectiveness/Success (cont.)

Objective No. 1

7. Present evidence:

In previous sections we have indicated that results were statistically significant when comparing experimental and control groups and pre and post-test for the experimental groups. Give 30 four-choice items, 10 two-choice items and 10 ten-choice items one would expect a mean score of 13.5 through guessing alone. This leaves an effective range of 36.5 for measuring knowledge achievement. The post-test mean (36.9) is 6.4 higher than the pre-test mean (30.6). The 6.4 gain represents a 17.5 per cent change within the effective range of the test. This indicates that although the students began with considerable prior knowledge concerning the environment they showed an educationally meaningful gain during the project.

The growth in environmental knowledge shown by students in the experimental group is evidence of the effectiveness of the program. There appears to be no other program with demonstrated effectiveness in this area. A search through ERIC documents and CIJE entries discovered only one other program where a systematic objective evaluation of student gain in environmental knowledge was made. The results of this evaluation were not reported. Over 1300 ERIC documents are listed under the description "environmental education" but none included data on successful advancement of environmental knowledge. A conventional search of related literature also failed to yield such studies.

In other studies in this field internal evaluation procedures range from subjective ratings to quantitative measures. However, most evaluations are based on results from survey questionnaires or subjective rating systems. Our evaluation of this project was based on rigorous objective data. The measurement procedures are superior to thoseemployed in other projects.

In the absence of any data from any other project we can assume that our project is superior to the rest in terms of design, results, and instrumentation.

We have no evidence as to the generalizability of our findings, but it is reasonable to assume that the findings would be generalizable to similar populations.

pp 53 thru 62 deleted (Cost Information)

PART IV--Exportability

1. Evidence of Need

1. Carroll County has environmental problems typical of an agricultural small town area.

2. The Carroll County Outdoor Education Committee in its contact with classroom teachers identified a need for teacher in-service training, coordination of educational activities by agencies, and the identification and development of area resources for student field experiences.

3. The State of Illinois has mandated environmental education and is working toward a state plan for environmental education.

4. County teachers have said that they have not been adequately prepared to teach environmentally.

5. Environmental education going on in this County prior to the project was sporadic and uncoordinated. There was nothing going on in the county prior to the project which could be reasonably named an environmental education program.

6. Environmental education is needed at all levels in education if the environmental crisis is to be solved. (The publicity and research in the last few years seem to substantiate this need.) Superintendent of Thomson Schools, Howard Kennedy in the following identifies why this district saw the need for environment reform:

> We have assigned the need for curricular reform in environmental education highest priority among the needs identified by the state needs assessment program for two specific reasons. First, the other identified needs have been receiving considerable effort through recently established programs in the area. Secondly, we choose this particular problem because we feel it is most vital to the survival of mankind.
>
> We feel the proposed project will develop an effective educational program which will provide a solution to the crisis created by the state of our environment. This program for area children and adults could become an example for other areas to follow. The county served by this project has received considerable attention as a possible national recreation area by the U. S. Department of Interior. Even now it is a relatively prominent tourist attraction. These factors would help bring this exemplary project to the attention of a large sector of the public. Also, solving the environmental problems would help make

(over)

PART IV--Exportability

1. (cont.)

the area more desirable to the outdoor recreation enthusiasts and tourists. Outdoor recreation and tourism are major factors of the economy of this relatively isolated area. Thus solving the educational problem would help the local economy.

The development of an exemplary project by Carroll County should put its schools in the forefront in complying with the legislative's mandate for environmental education (Section 27-13.1) and should serve as a model for other schools.

The following material taken from page 16, further documents the needs for this project by the school districts involved.

Environmental education has been identified at the national, state, and local levels as being a critical needs area in education.

At the national level the U. S. Office of Education has responded to the growing concern over the environmental crisis that threatens man's survival by enacting the Environmental Education Act of 1970 (Public Law 91-516). In 1971 Congress appropriated over 3,000,000 dollars to continue funding environmental education activities under the above law, and the Office of Education has earmarked an additional 11,000,000 dollars under 20 other funding sources including Title III discretionary funds. (DHEW Publication No. (OE) 72-41.

At the state level Illinois Superintendent of Public Instruction, Michael J. Bakalis has identified top priorities of educational need for Illinois schools in "*Action Goals for the Seventies, An Agenda for Illinois Education.* One of the curriculum need identified by Bakalis was in the area of Conservation and Environmental Education. By 1973 a state Plan for Conservation and Environmental Education was to be developed in Illinois. Steps to meet this state plan included; each local school district and educational service region establishing environmental educational centers, and workshops for teachers in conservation and environmental education to be established.

A comprehensive study of educational needs was completed by the Illinois Title III Department in 1969 in cooperation with the Department of Educational Research. One of the six critical needs of the state was identified as the need for curricular reform. The ECO-Center project deals with curriculum r3form in the Ecology-Environmental area.

(cont.)

PART IV--Exportability

1. (cont.)

In a publication from The Office of the Superintendent of Public Instruction State of Illinois Forces for Change in Illinois Schools, Superintendent Michael J. Bakalis identified innovative and exemplary Title III projects designed to help solve persistent educational problems. Environmental Education is identified as one of these problem areas.

State Plan for Environmental Education

In 1967 the teaching of conservation became law in Illinois public schools. In 1970 the Environmental Education Act was passed; in 1971 a state wide conference was held at Lorado Taft Field Campus of Northern Illinois University, and a document submitted to Governor Ogilvie entitled a Proposal for the Development of a Master Plan for the State of Illinois. In response to a refocusing of public attention upon the fate of our natural system Dr. Michael J. Bakalis, Supt. of Public Instruction conducted statewide hearings to all citizens to voice their concerns relative to environmental education. Following these hearings a Task Force for Environmental Education was established to plan an Illinois Master Plan for Environmental Education. A draft copy was completed in 1972 and revisions are still being made. The ECO-Center project meet many of the goals set forth in the draft copy.

Local

The Carroll County Outdoor Education Committee has identified a need for teacher in-service training, the identification and development of area resources for student field experiences and the coordination of the educational activities of area agencies.

A survey taken by the Superintendent of the Carroll Educational Service Region in October 1971 revealed that many classroom teachers of the county desired to use natural resources in practice only a small minority made use of the natural resources becaue of their feeling of incompetence and unfamilarity with what was available and how to teach it. The students of Carroll County are typical of those found in rural areas of Northern Illinois. Such students are typically not prepared to cope with the problems of our environment because lack of information, limited knowledge of concepts and few opportunities for out-of-classroom experience. Previous attempts at environmental education by individual teachers, the County

(over)

PART IV--Exportability

1. (cont.)

Outdoor Education Committee, local administrator, and various organizations have been sporadic and uncoordinated. The ECO-Center project attempts to coordinate this effort.

PART IV--Exportability (cont.)

2. Will the project be continued with State or local funds? (Other than ESEA Title III)

YES X NO ______

Evidence:

See attached evidence: Letters from Superintendents and Principals.

PART II - APPLICATION FOR CONTINUATION

SECTION E - Project Activities to Assure Project Continuation

I. What Activities Have Been Initiated?

The general goal of environmental education is aimed at producing; citizens who are knowledgeable of the bio-physical environment and its associated problems, citizens who are aware of how to help solve these problems and citizens who are motivated to work toward their solution. The Eco-Center is trying to reach this goal through several ways as a comprehensive environmental education program should. Hence continuation of the project may take several forms.

1. The Center through in-service training and newsletters is trying to motivate and educate teachers to teach environmentally. Once teachers are trained they should be capable of using this training in the classroom. Environmental education should continue in the classroom after the teachers have been trained and the project is phased out because there will be a nucleus of teachers in each school that have received training.

   During the second year of operation teachers who were a target group the first year will be expected to do more of the environmental education instruction themselves, and rely less on Eco-Center staff members. They will be expected to provide their own pre and post trip teaching and take part in teaching on the field experiences. Hence, the teachers will be put more and more on their own.

2. Through activities of the Center a high school summer course has evolved at one school. This has an excellent chance of continuation. Also teachers in one school are working on putting mini courses in the high school on ecology, conservation and recreation skills. At least in two instances biology teachers are now putting emphasis

(over)

PART IV--Exportability (cont.)

2. (cont.)

PART II - APPLICATION FOR CONTINUATION (cont.)

SECTION E - Project Activities to Assure Project Continuation

2. (cont.)

   is on teaching ecology in their high school program.

3. Teachers at one school are developing a curriculum guide for environmental education and plan to use it in their school system. This a form of continuation; other schools in the district could be expected to follow this example.

4. The outdoor education property owned by the Thomson School District is being set up to be used by any of the school districts and once teachers have used the area under the instruction of Eco-Center staff members many should be capable of using the area on their own.

5. The project director, general consultant, Dr. Donaldson, Supt. of Thomson School District, Howard Kennedy, and Assistant County Superintendent, Mrs. Huston, have looked into a number of possible ways of setting up a cooperative which would take over the Eco-Center upon phase out of the project. At this point in the project there seems to be five possibilites.

   a. A local cooperative finance by project area school districts and administered through the Educational Service Region with director in charge of activities.

   b. A cooperative covering a larger area with a staff of 2-3 people involved.

   c. A resident center set up for northwestern Illinois by foundation funds.

   d. A regional environmental education center set up by OSPI to coordinate efforts in this portion of the state.

   e. A possible coordinated effort with the planned state park visitor center. This method has been successful in Kendall County.

   The most serious problem facing continuation in one of these forms is the financial situation of the schools involved and some schools are starting to cut programs.

(cont.)

PART IV--Exportability (cont.)

2. (cont.)

PART II - APPLICATION FOR CONTINUATION (cont.)

SECTION E - Project Activities to Assure Project Continuation

I. (cont.)

6. Reference materials and instructional materials are being coordinated in the county and the Eco-Center materials could be a specialized area in this network.

II. What Activities Will Be Initiated to Assure Continuation of the Successful Aspects?

Many of the activities described under question one will continue during the second budget period. A plan for phasing out will be developed and presented during the 1974-75 project year to area administrators.

Mr. Kennedy, Supt. is also working on a plan to take the in-service training sessions to another county and test the effect on students. This is presently being done in Effingham County.

PART IV--Exportability (cont.)

3. Yes, if the project is validated, the Board of Education is willing to operate the project as a demonstration site.

Evidence: Letter from:

THOMSON COMMUNITY UNIT SCHOOL DISTRICT NO. 301
THOMSON, ILLINOIS 61285
Phone: 815-259-2735
HOWARD L. KENNEDY, Superintendent

April 9, 1974

Mr. Dennis Etnyre, Director
Upper Mississippi River ECO-Center
Title III, ESEA
Thomson, Illinois 61285

Dear Dennis:

In regard to the possibility of national validation of the Upper Mississippi River ECO-Center and the subsequent use of the ECO-Center as a demonstration center, I submit the following:

> In the minutes of the Board of Education meeting on April 8, 1974, motion by Hans, seconded by St. Ores, approved use of the Upper Mississippi River ECO-Center as a demonstration center and authorized the district administration to carry out necessary action to develop such a demonstration center in compliance with the guidelines of the federal government.

Sincerely,

Howard L Kennedy

Howard L. Kennedy
Superintendent

HLK/ls

PART IV--Exportability (cont.)

4. Description:

The target area is Carroll County. Estimated population is 19,500. The percentage of children who come from the following family income ranges are:

10.2%	-	$2000 or less
11.6%	-	$2000 - $3000
78.2%	-	over $3000

A description of the school population is as follows:

A. Project Enrollment & Participation		Grades							ADULT Teachers	OUT OF SCHOOL YOUTH	Total	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING Projects
		Pre-K	K	1	2	3	4-6	7-12				
1. School enrollment in Area Served	(a) Public		313	364	371	395	1165	2320	200	-	5128	180
	(b) Non Public	0	0	0	0	0	0	0	-	-	-	-
2. Persons Participating in Project	(a) Public		313	364	371	395	1165	2320	300	-	5228	300
	(b) Non Public	0	0	0	0	0	0	0	-	-	-	-
	(c) Not Enrolled	0	0	0	0	0	0	0	-	-	-	-

B. Total Number of participants by ethnic group (Applicable to figures given in item above)

White	Negro	Am. Indian	Purerto Rican	Oriental	Mex. Am.	Other	Total
4834	23	6	0	5	60	0	4928

C. Rural/urban distribution of participants served or to be served by project	Rural		Metropolitan Area		
	Farm	Non Farm	Central-city low socio economic area	Suburban	Other
Percent of total number served	47%	53%			

The pilot group was fifth grade this group consisted of approximately 390 fifth graders and 16 teachers in the seven school districts of Carroll County. Three teachers in this group had no prior teaching experience.

PART IV--Exportability (cont.)

5. Description:

The project was unique in that it dealt with seven different school districts. Some of the target classes were self-contained, others were departmentalized. One reason this project is exportable is that it is already dealing with several different school districts and teachers who are working under different conditions. The Center used the approach that each school and each teacher would possibly use different methods and approaches to teaching. Therefore all curriculum development and in-service training had a great deal of flexibility in order to allow each teacher their best method or approach. Also since the project was working with seven different districts single methods and activities could not be forced on a teacher or school. They were always given the choice of participating or not participating and were involved in planning and conducting field experiences.

A professional staff is needed that is enthusiastic like to work outside, is physically able, and has some background in the environmental field. A staff that has an understanding of the local populous and problems is also important.

Facilities are needed for office space, professional and non-professional personnel, and an area large enough to hold in-service training sessions. Instructional facilities when the staff works with children includes: classrooms, the school site, parks and nature areas, private property, communities and other outdoor sites that are available.

To conduct all day field experience the following are' necessities:

1. An area to study
2. A water supply _ (this can be carried in)
3. Restrooms
4. Access to a shelter (this can be as simple as the bus that brought the children)
5. First Aid supplies

Every community has potential outdoor study sites. Objectives and activities need to be developed for the particular site.

Ideally each school or cooperative of schools would develop their own school's outdoor study area as this project did, but this is not always possible and other public or private property areas may be used. An obsolete school bus was used for shelter on the Bluffville Outdoor Site. Seats were turned side ways and shelves for storage added. This made a cheap but efficient shelter.

(over)

PART IV--Exportability (cont.)

5. Description: (cont.)

One variable critical to project success in the release of teachers to attend in-service training sessions and the release of classes to attend field experiences. It is also often school policy that parents sign permission slips for participation in activities away from the school itself. It is important to inform parents of the activities.

Also critical to the success of any type of cooperative is working with in the administrative policies of each school district. This often involves planning well in advance so necessary school board permission is obtained for activities.

Finally critical to the success of any program is a board of education that is willing to try innovative ideas. All of the project has been innovative in this county.

PART IV--Exportability (cont.)

6. Description:

1. The communities need to be informed of the project's activities and purpose.

2. Parents need to give permission for the child to attend field experiences, and dress children properly for outdoor experiences.

3. Area agencies involved need to have an avenue of communication to provide imput into the project such as an advisory council.

4. There needs to be a positive attitude by parents that environmental education should be part of today's education. We have found in this project that children are often able to change parents' behaviors such as smoking, littering, polluting, etc.

5. Some teachers will need the support of parents to accompany their class on field experiences. Parents can be used as resources on these field experiences.

6. The more outside groups and agencies that can be actively involved in and support environmental education the better. This support needs to be coordinated and funneled in the proper direction.

7. It is necessary to identify community study areas if outdoor education is to be part of environmental education. Almost every community should have areas that could be used for outdoor environmental studies.

PART IV--Exportability (cont.)

7. Description:

Activities critical to the success of the project:

1. Field trip experiences with clearly developed objectives and activities.
2. In-service training sessions for teachers on environmental education.
3. Identification and development of area resources for outdoor study, including study objectives.
4. Development of an environmental reference center for teacher and student use.
5. Development of local curriculum materials and curriculum materials for outdoor study.
6. Program planning - objectives and activities must be developed.
7. Dissemination of information to professional educators and to the lay population.
8. Coordinate educational activities by area agencies through an advisory council.
9. Evaluation of progress at various intervals to determine strengths and weaknesses of the program.

Refer to page 22 for a more detailed description of activities.

See attached objectives for specific activities (1972-73)

(cont.)

PART IV--Exportability (cont.)

II. Performance Objectives
(Our pilot target group will consist of approximately 390 fifth grade students and 16 homeroom teachers in the seven school districts of Carroll County)

A. Student

Performance Objective	Procedure Activity	Techniques of Evaluation
1. Given seven months, pupils in the "target" group will have increased their understanding of the basic concepts of environmental management as stated in Robert E. Roth's "Fundamental Concepts of Environmental Education (K-16)" Environmental Education (Vol. 1, No. 3, Spring 1970). The difference in means will be statistically significant at the .05 level of confidence.	1.A.1. Identification and development of area resources for student field experiences by ECO-CENTER Staff.	1.B.1. Pre-test and post using:(Sept. 72, March 73) Upper Mississippi Environmental Awareness Test. This is an ECO-CENTER produced test based on the applicable portion of Roth's Fundamental Education[1] and designed for the fifth grade students.
	1.A.2. A minimum of three field trips to appropriate sites in the communities involving ECO_CENTER Staff and homeroom teacher. (Fall, Winter, Spring)	
	1.A.3. A minimum of six in-class instructional sessions with ECO-CENTER staff and homeroom teachers.	
	1.A.4. A minimum of four visits to each target classroom by local resource persons.	1.B.2. Administration of the Upper Mississippi Environmental Awareness Test to a control group in March 1973.

[1] Results of Robt. E. Roth's doctoral disseration published in En-Environmental Ed.

PART IV--Exportability (cont.)

Performance Objective	Procedure Activity	Techniques of Evaluation
2. Given seven months, pupils in the target group will improve their attitudes toward environmental management as compared to a selected control group from a non-participating district by a statistically significant figure at the .05 level of confidence.	2.A. (Same as for activities of Objective 1).	2.B.1. "Pupil Life Style Questionnaire" developed by the ECO-Center and administered to the target and control groups in March 1973.
		2.B.2. Vogl Environmental Attitude Inventory for Intermediate Grades administered to the target and control group in March 1973

PART IV--Exportability (cont.)

B. Teacher

Performance Objective	Procedure Activity	Techniques of Evaluation
1. Given seven months teachers in the target grades will increase their emphasis on environmental education activities assisted by project staff and measured by actual time spent in such activities by 50%.	1.A.1. Assistance from ECO-CENTER Staff in the following areas. a. In-service training, 3-4 days for each teacher in "target group. b. Field trips, minimum of 3 c. Curriculum studies d. Newsletter, bi-weekly	1.B. UMECO Survey conducted in Sept. and March on actual time spent in environmental activities during 1971-72 and 1972-73 school terms.
2. Teachers in the project area will become actively involved in planning for, producing, and testing teaching procedures based on Robert E. Roth's "Fundamental Concepts of Environmental Education."	2.A.1. Teachers will work with CENTER Staff and university consultants in the production of a handbook of tested environmental education experiences.	2.B. Curriculum handbook produced and in the hands of teachers by March 31, 1973.

PART IV--Exportability (cont.)

Performance Objective	Procedure Activity	Techniques of Evaluation
3. Given seven months teachers in the target group will improve their understanding and atti tude toward the basic concepts of environmental management as stated in Robert E. Roth's "Fundamental Concepts of Environmental Education", by a statistically significant percentage.	1.A.1. A minimum of 3-4 in-service training days involving ECO-CENTER Staff.	1.B.1. Pre-survey and post survey using an adaptation of Robt. E. Roth's "Fundamental Concepts of Environmental Education.[1] This is ECO-CENTER produced opinionnaire using the Likert Method of Summated Ratings. [1] Results of Robt. E. Roth's doctoral dissertation published in Environmental Education (Vol.1, No. 3, Spring 1970)
	1.A.2. A minimum of 3 field trips to appropriate sites in the community involving homeroom pupils and ECO-CENTER Staff.	
	1.A.3. The equivalent of one in-service training day spent on field techniques, assisted by ECO-CENTER Staff and University consultant.	
	1.A.4. A minimum of six in-class instructional sessions with ECO-CENTER Staff and pupils present.	
	1.A.5. A minimum of four classroom visits by local resource persons.	
	1.A.6. A bi-weekly newsletter containing information pertinent to environmental education.	

PART IV--Exportability (cont.)

C. Community

Performance Objective	Procedure Activity	Techniques of Evaluation
1. Given seven months the communities will be informed of ECO-CENTER'S objectives and activities.	1.A.1. Average a minimum of 10 column inch in the area newspapers.	1.B.1. Record of complete procedural activities.
	1.A.2. A minimum of ten minutes of radio time every 4 weeks.	1.B.2. Random telephone survey of county.
	1.A.3. A minimum of 10 speaking engagements to area groups and organizations.	
2. Given seven months the project will disseminate professional materials to the school districts in Carroll County.	2.A.1. Publish a professional newsletter twice.	2.B.1. Record of disseminated material kept.
	2.A.2. Share curriculum materials.	2.B.2. Random survey of countys' professional educators.
3. Given seven months, the project staff will develop and disseminate a directory of resources for Carroll County.	3.A.1. Identification and development of area resources for student field experiences and classroom resource personnel by ECO-CENTER. Staff.	3.B.1. Directory of resources produced and in the hands of teachers by April 1, 1973.

PART IV--Exportability (cont.)

D. Project Staff

Performance Objective	Procedure Activity	Technique of Evaluation
1. The project staff will organize, administer and conduct the project consistently with the "good practices" indicated by Evaluation for Environmental Education.[2]	1.A.1. The systems analysis document will be used as a guide to organizing, administering, and conducting the project.[2]	1.B. Project director will apply the systems analysis self-evaluation scheme[2] devised by the New Jersey Council for Environmental Education.
	1.A.2. Evaluation analysis will be used as a guide for improving the project. (under techniques of evaluation).	2.B. An outside evaluator will judge the project in March 1973 using the same scheme.

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[2] Evaluation for Environmental Education (A Systems Analysis Approach for Self-Evaluation)
The New Jersey State Council for Environmental Education
1969 (64 pp)

PART IV--Exportability (cont.)

8. Essential materials (software) used by students, teachers, and others and the source and cost of items. Describe the availability of the materials.

Description:

Materials	Source	Cost	Availability
Reference materials Text material A-V materials	See attached ECO-Center Bibliography of Environmental Education Materials for a listing of materials and sources. P. 47 has address of company that handle most commercial reference material.	Reference materials - $1,191. Text Books $769. A-V Material- $6,593.	All materials listed are available unless out of publication
Bibliography of Environmental Education Materials	Upper Mississippi River ECO-Center, R.R., Thomson, Ill.	25¢	Available in limited quantities
Teacher's Guide to UMECO 5th Grade Environmental Education.	Upper Mississippi River ECO-Center, R.R., Thomson, Ill.	$5.00 (Est)	Second edition printed available fall 1974

PART IV--Exportability (cont.)

9. List types, numbers and qualifications:

Professional		
Project Director	(1)	Certified teacher with a M.S. degree in a related field (ecology environment) and a minimum of four years of teaching experience
Instructors	(2)	Certified teachers, one with experience at the elementary level and the other with experience at the J. H.; H.S. area. Instructors need to have an interest in outdoor education and preferable should have some professional training in environment, ecology area.
Consultants	(4-6)	Consultants are needed for general research and development, evaluation, research, and technical service. Consultants need to be specialists in the field of environmental or outdoor education, except the evaluator who needs to be trained in evaluation analysis.
Non-Professional		
Secretary	(1)	The secretary needs to be able to type and keep books.
Student Aid	(1)	A part time clerical aid to type and do other clerical work during development stages.
Operation-Non-Professional		
Custodian	(1)	Part time to maintain the office space. Must have maintenance skills
Cleaning lady	(1)	Part time to clean the office
Student Worker	(1)	Minor time spent working at outdoor site.

PART IV--Exportability (cont.)

10. Describe procedures and identify materials:

1. Personnel were first asked to review and study the formal project application and to review Roth's Concepts of Environment Management in preparation to start program planning.

2. An up to date reference library is kept for staff development. This includes newsletters, periodicals, and books in the environmental field. An excellent guide used by the staff for outdoor study is Teaching in the Field by Lou and George Donaldson. Keeping abreast of this rapidly moving field is a continuous process. The staff is continuously reviewing new materials that are being marketed.

3. Much of the staff's training is informal depending upon what they are teaching and what their teaching environment is. Training may also consist of looking over an outdoor site in order to develop learning activities for that particular site.

4. Consultants are used for staff development. The staff was involved in program development with Dr. Donaldson, general consultant. Also when consultants are used for in-service training sessions, these sessions are also considered developmental sessions for staff members.

5. Visitation days are allowed for staff members to visit programs that have similarities.

6. Staff members are encouraged to attend workshops on environmental education or attend meetings held by organizations interested in environmental education.

7. Since the staff of the ECO-Center is small there wasn't a set procedure for personnel training. The staff has worked very closely in planning the project program. Each staff member has aided in the other's training by lending their expertise to program development.

8. Prior to the start of the project:
   (a) The project director completed an MS in Ed. degree in Outdoor Teacher Education by spending three summer sessions at Lorado Taft Field Campus in Northern Illinois University in Oregon, Illinois.

   (b) A project instructor spent nine weeks at Lorado Taft Field Campus taking courses prior to starting work on the project.

(over)

PART IV--Exportability (cont.)

10. (cont.)

8. (c) The second instructor brought over 15 years of teaching experience with her and three years of working with the Carroll County Teachers Outdoor Education Committee prior to starting the project.

9. In-service training sessions, classroom instruction and field experience sessions were used to train classroom teachers.

10. A fifth grade teacher's handbook has been developed. This is used by participating teachers and could be used to train new fifth grade teachers. The handbook would also be a valuable training device for school districts that are adapting/adopting this project.

11. The ECO-Center keeps a complete program file of materials developed. These materials are available for dissemination.

12. A bibliography of environmental materials has been developed which would aid personnel adopting/adapting this project.

In summary there is not a singular set of procedures or materials for personnel training in a project of this type. Much of the training must necessarily come from a variety of sources. The ECO-Center has put together a handbook which now serves as a model for setting up an environmental program such as the ECO-Center project.

PART IV--Exportability (cont.)

11. Report evidence:

This project could easily be adopted by other school districts in its entirety or in parts. The adoption could also be on the same scale or could be on a larger or smaller scale. The following are supportive reasons for the claim of adoptability.

1. The section or needs (p.21) supports the claim that environmental education is needed in schools.
2. The ECO-Center has a planned program. This includes objectives, activities, and evaluation strategy. Adequate descriptions of the project have been produced. These include project descriptions, a brochure, and slide tape presentations.
3. At the completion of the grant period there will be three years of data to support claims of student progress. Presently there is one year of data and the second year is being put together. (See Application for Continuation
4. The ECO-Center has produced materials which other districts could use as models for setting up programs. These include:
    - a. Teacher's Guide to UMECO Fifth Grade Environmental Education
    - b. Directory of Educational Resources
    - c. Bibliography of Environmental Education materials for a reference center
    - d. Newsletters
    - e. Environmental and Outdoor Education Resource Pack
    - f. Activities developed for:
        - Field trips
        - School site use
        - Classroom instruction
        - In-Service training sessions

      Many of these activities would be adaptable to many areas of the United States.
5. Not only does the Center have curriculum materials produced, but evaluation instruments are also available for the intermediate grade. These instruments have enough supportive data to verify their reliability and validity.

(over)

PART IV---Exportability (cont.)

11. (Cont.)

6. Separate components could be adapted easily such as:grade level programs
   a high school canoe camping course
   in-service training sessions

   Materials and descriptions have been developed for the above.

7. Teachers could adopt portions of the materials produced and with the aid of the fifth grade guide plan and conduct their own environmental outdoor studies.

8. The idea of a cooperative of small schools working together is now economically feasible to having a calibre program such as the ECO-Center rather than each school district having their own "expert" in the field.

9. The project has already in its first year of operation received many requests (see request file) for information on the project and asking for materials produced. One large school district (Quincy) sent four teachers and administrators to visit the project for two days. They are presently setting up their own program. These requests demonstrate the need for dissemination of information on a program of this type. Another indication is the request we have had for people to be on the newsletter mailing list.

10. In the staff's contact with teachers at conferences and in-service sessions teachers and administrators are very interested in what the project is doing and their biggest request is for them to receive help in setting up programs.

11. The staff is presently conducting a 3 day in-service training session for fifth grade teachers in Effingham County and has been requested to put on a county institute next fall.

In summary the staff has developed the materials necessary for adaption/adoption by other school districts and has shown significant results in evaluation.

PART IV--Exportability (cont.)

12. Description of equipment and facilities:

The project required the usual office equipment for printing materials and storage, such as typewriter, ditto machine, mineograph machine , and filing cabinets.

Some special field equipment has been used however the project has maintained that a lot of elaborate equipment is not needed when studying in the field and has no intention of taking the classroom into the field. A good deal of outdoor equipment can be homemade and field experiences can be conducted with no supporting equipment.

Some of the special equipment that have been utilized for different day camp type field experiences are listed below; none of these are absolutely required to conduct a field experience.

Clipboards
Binoculars
Emergency Stretcher
Windspeed Indicator
Water test kits to test
 minerals and detergent
Thermometer
Secchi Disc

Aquatic Nets
Soil Augar
Sling Pschometer
Soil Thermometer
Increment Borer
Field Compasses
Hand Lens

Special equipment required for in-service training sessions includes audio visual equipment such as:

Film Projector
Filmstrip Projector
Overhead Projector
Cassette Recorder
Slide Projector

Special equipment required for publicity releases and developing program descriptions include:

Polaroid Camera
35 MM Camera

Special equipment required for overnight camping and high school canoe camping course included:

Camping equipment for 24,including tents, cook ware,
stoves, lantern, water containers, storage bags, etc.

Most of the equipment used in this project was to equip the offices and for audio visual materials. The other major expenditure has been for camping equipment. Field experiences can be conducted with little or no supporting equipment.

(over)

PART IV--Exportability (cont.)

12. (Cont.)

Unique facilities required by the project include:

1. Office space for the staff
2. Storage space for equipment
3. A room large enough for in-service training sessions
4. Outdoor study areas:

Unique to this project was that several areas within the project area were utilized; these include, State park, Public Use Areas, National Wildlife Refuge, Army Corps of Engineer's Property, school property, YMCA camp and private property. Unique also is that an 80.5 acre school-owned Outdoor Education Site is being developed and utilized.

Similar facilities occur throughout the nationa and could be utilized by other school districts.

PART IV--Exportability (cont.)

13. List problems and solutions:

1. In the outdoor part of the program where an intrusive type of field trip program is developed weather is always a problem. In working in areas where there are not permanent shelter facilities weather can be a problem.

   There is no complete solution. The ECO-Center does the following to lessen the problem.

   a. Be flexible in scheduling, if the weather is too miserable for a planned field experience an alternative date is offered.
   b. An inexpensive shelter on the Bluffville Site has been developed from a retired school bus.
   c. Stress to teachers the necessity for the proper dress of children. This is increasingly necessary today as many children spend little time outside.
   d. Use outdoor areas such as parks that have shelters available or on shorter trips for lower grades the bus that transported them will be available.

2. The environmental field is an area that is rapidly moving. Many commercial teaching aids are being produced. Many of these materials are poorly done and are not worth their cost. The solution to this problem is to constantly review new materials to identify those worthy on consideration for use.

3. A problem the ECO-Center now has because of its success is that we are getting more requests for field trip assistance than we can handle. There is no solution to this except more advanced planning in order to schedule more classes in non prime time.

4. A problem anticipated was that in dealing with seven school districts there would be teachers and administrators that would not want to participate in the programs that were set up by the ECO-Center because they would feel like they were being forced into something or were afraid to try something new. This problem has not evolved because of our anticipation. To circumvent this we have:

   a. involved teachers in planning at every step.
   b. kept teachers and administrators well informed via letters and newsletters.
   c. shown that we are genuinely interested in helping the children and the teachers.
   d. always made all activities voluntary.
   e. demonstrated that our programs are worthwhile and exciting to children.

(over)

PART IV--Exportability (cont.)

13. (cont.)

5. Another problem in implementing the project was the unavailability of evaluation instruments. This was solved by developing instruments, testing them, and then revising or developing new instruments.

6. Another problem is that there was very little substantial research in the environmental area at the level we were working with. In setting up a program the staff familiarized themselves with what experts in the field had to say about environmental education including what they saw environmental education as being (people such as Stapp, Donaldson, Roth). Another avenue was to examine state plans for environmental education and to examine existing outdoor education program. The only solution in an innovative project is to try methods that look promising and see if they work.

7. In dealing with seven districts communication or lack of it can be a problem. This problem can be solved through advanced planning, letters, neewsletters and double checking on scheduling and requests.

8. A problem encountered in developing a central reference library was (a) how to acquaint member schools with materials and (b) how to get materials to and from teachers.

   Solution:

   (a) 1. A bibliography of materials was developed. This was placed in all libraries and given to teachers.

       2. In-service training sessions include material display.

       3. A portable materials case was developed and this is loaned out to schools.

   (b) Materials are gotten to teachers via the Educational Service Region's film library. The ECO-Center takes material to the ESR and then these materials go out with the films and may be returned the same way.

In summary the project has had no major problems in implementing its program. This is credited to the excellent job the staff has done in planning and conducting.

UPPER MISSISSIPPI RIVER ECO-CENTER

TITLE III-ESEA ENVIRONMENTAL EDUCATION PROJECT
THOMSON COMMUNITY UNIT DIST. # 301
Phone 815-259-3282

The Upper Mississippi River Eco-Center is an exemplary environmental education project serving the seven school districts of Carroll County Illinois. Project operation began in July 1972. Its major goal is the implementation and coordination of a comprehensive environmental education program for the students and citizens of Carroll County.

The ECO-Center currently has a staff of three certified personnel involved in the following areas:

1. A multi-disciplinary approach emphasizing the interrelationship of man and nature.
2. A focus on the local environment of Carroll County.
3. Utilization of resources outside the classroom.

A variety of activities was designed to integrate environmental education into existing instructional programs.

1. Program planning in conjunction with the Department of Outdoor Education, Northern Illinois University. Dr. George Donaldson is consultant to the project.
2. Development of a series of in-service training sessions for classroom teachers.
3. Identification and development of area resources for student field trip experiences.
4. One-day field experiences at local outdoor sites were developed.
5. Development of a local outdoor education site.
6. Dissemination of information to professional educators as well as to the community.
7. Development of a library of reference materials for teacher and student use.
8. Development of local curriculum materials for environmental education.
9. Development of an outdoor course for high school students.
10. Coordination of educational activities by area agencies through an advisory council.

The ECO-Center is planning educational experiences which will improve knowledge and attitude necessary for a maintenance and improvement of our environment.

The "pilot target" group during the first year of operation was the fifth grade students and teachers of Carroll County. Measurement showed that students had significantly increased their environmental awareness.

For further information on various program aspects contact Dennis H. Etnyre, Director.

UPPER MISSISSIPPI RIVER ECO-CENTER
TITLE III-ESEA
ENVIRONMENTAL EDUCATION PROJECT
PROGRAM AS PLANNED AND CARRIED OUT
1972 - 1973

TESTING

Objects for the project included the testings of the involved pupils and teachers before and after the year's experience on changes in environmental knowledge and attitude. As no tests were available, staff members developed their own, basing them on the Roth Concepts of Environmental Management.

The pre-test for the pupils was administered by staff members during a classroom visit, and that for the teachers at an In-Service meeting. Post-testing of the pupils was done by the classroom teachers. For the teachers the test was given at an In-Service meeting.

The tests were also given to an out-of-county control group.

All tests were statistically analyzed by computer and interpreted by Dr. Ary of Northern Illinois University.

Results of the tests showed that pupils had statistically increased their environmental awareness.

TEACHERS' IN-SERVICE DAYS

During the year, five days of In-Service training for involved teachers were held. Four of these were for fifth grade teachers, the pilot groups, and one for six grade teachers.

The first of the In-Service days was held September 8. Dennis Etnyre, Program Director, explained the purpose of the Center and outlined plans for the year. Dates were set up for the first field experience, and teachers examined resource material available at the Center. During the afternoon teachers took part in activities designed for using the school site in coordinating outdoor education with other subject areas.

Second In-Service day was held on October 27. Dates were set up for the second field experience and the first trip evaluated. A new film was previewed and an environmental impact study was made. During the afternoon teachers, under the direction of Mr. Doug Wade of Taft Campus, Northern Illinois University, made an environmental impact field study of a marsh and public use area.

The third In-Service day was January 18. Teachers exchanged ideas and worked on curriculum plans before viewing new audio-visual materials at the Center. During the afternoon they were involved in a hypothetical environmental problem working out individual and group solutions and defended positions.

The fourth In-Service day, April 6, was a summing up of the year's work. Teachers told what they liked about the program, what they would like changed, and made suggestions for the next year. The activity for the day was "Olympics of Outdoor Education", a team activity.

All group activities at In-Service programs were designed to be adaptable for classroom use.

One In-Service day was held May 1 for sixth grade teachers. Activities included school-site use in coordinating ecological education with all subject areas and an awareness hike to the Bluffville Outdoor Education Site. Dates were arranged for sixth grade field experiences in May.

CLASSROOM VISITS

No. 1

The first classroom visit was for pre-testing and explaining th program to the teachers.

No. 2

This visit was to provide background information for the second field experience, Man and the River. This included a brief history of the Mississippi River from its discovery by the white men to the present. The part of the river traffic in the settlement of the are was stressed and development of river craft was traced from canoes and rafts to diesel tows. The U. S. engineers' series of dams and their impact on river traffic, ecological aspects, and recreational development were studied. The effect of the dams on volume of traffic and types of cargoes was stressed.

No. 3

During the third classroom visit the identification of natural resources, their use and abuse were discussed. A hypothetical area with its development and problems was studied. Pupils located problem areas and theorized solutions.

No. 4

Solutions to the Ever-Mounting Problems of Pollution was the theme of the fourth visit. This took up the growing problem of wast disposal. In conjunction with this each class visited the local sewage disposal plant to study how its community was handling household and industrial wastes.

No. 5

The last classroom visit was to give the geological and historical background for the Camp Benson field experience. Transparenci were used to illustrate the geological background and pupils were told what they would see and study.

FIELD EXPERIENCES

NO. 1-BLUFFVILLE OUTDOOR EDUCATION SITE

Multi-disciplinary Environmental Activities was the theme of the first field experience.

A staff member boarded the bus with the pupils at their school to give a short historical sketch of the home community. At the site, a staff member gave a short historical sketch of the site area. At this time the few rules were given: pick nothing without permission, stay with the group, and throw away no trash. The class was divided into groups and each group accompanied by a staff member went on an awareness hike of about a mile's length. During the hike soil studies, stream studies, and the ecology of rotting logs were studied.

It should be stressed that this area is former pasture land, now set aside as a permanent outdoor education site, and is primitive. No attempt has been made or will be made to make it into a park.

During the afternoon children first studied the food chain and seed dispersal. The last period was spent coordinating language arts and art with what they had observed that day. They discussed a poem, then wrote cinquains about something they had seen. An art project using native materials completed the day's work.

The necessity of cleaning up every scrap of trash was stressed, and children cleaned the area before leaving. This became a ritual at the end of each trip.

NO. 2-MAN AND THE RIVER

Pupils traveled by bus to Lock and Dam 13 near Fulton where government personnel led tours of the dam and explained how the locks worked. If a tow was to be locked through, the children watched. Effects of the dam on the environment of the area were apparent in the backwater areas and man-made recreation facilities. The increase in shipping tonnage was another result. Pupils noted kinds and sizes of tow cargoes. Especially noted were grain shipments downstream and coal and oil upstream.

The next stop was at a public use area where the impact of the dam was studied. They were especially to observe the ways in which the area was used and then to evaluate that in terms of what is beneficial and what is deterimental to the environment. Each child was given an environmental impact sheet to fill out.

After the noon lunch break, these sheets were discussed. Often lively arguments resulted.

During the afternoon the class toured a housing development along the river. Then they toured a national wildlife refuge to observe thousands of migratory wildfowl and the permanent wildlife residents. Special permission to visit the refuge at that time of the year was given by the Department of Fish and Wildlife Service.

NO. 3-MAN AND THE ELEMENTS

This field experience was held at the Sterling YMCA summer camp, Camp Benson, an eighty acre area of unique geological and flora interest. As the area is in the "driftless area" and has never been cultivated it has an unusual number of plants not native to the glaciated areas. Here the children could observe the erosion effects of the run-off of the surrounding melting glaciers and the present erosion effect from the surrounding cultivated fields.

Other exercises included compass reading and use and field measurements.

At the noon lunch break the children prepared and baked apples. After lunch there was a discussion period of what they had seen during the morning and a written quiz over this.

The afternoon was spent hiking. It should be noted that during all field experiences the interrelationship and interdependence of all forms of life was emphasized. If various forms of vegetation were observed these were related to the land forms, the soil, the rainfall, and their use. The interdependence of animals and plants, and animals and animals was stressed. Over all the influence of man for good or bad was noted. Problems resulting from man's use of any area were pointed out and possible solutions discussed.

OTHER FIELD EXPERIENCES

No group asking for field work was refused. Through the year as they had time staff members conducted field trips. The month of May was used for requested trips on the first come, first served basis. A total of nineteen classes, from kindergarten through eighth grade, and several high school biology classes were conducted. One learning disability class had two field experiences, one during the winter. One out-of-county group visited the site. On one Sunday, the Missisippi Valley Nature Club visited the Site.

Some classes requested trips to other areas and these were led by staff members.

After the closing of school a credit course was organized for twenty high school students. The course consisted of one day of instruction, and four days, three nights of canoeing, camping and backpacking as students studied the environment of the Mississippi backwater. Students were involved in all phases of planning including menu planning and food purchase. Plans are being made for another year for an advanced primitive camping trip for the more experienced and a trip similiar to this year's for beginners.

OTHER ACTIVITIES

COUNTY DIRECTORY

A directory of outside resource people available for curriculum enrichment was compiled and printed by the Center and the Educational Service Region. Copies have been placed in each school and in the office of the Educational Service Region.

ECO-CENTER LIBRARY BIBLIOGRAPHY

Resource materials of the Eco-Center have been catalogued according to the Dewey Decimal system and a bibliography printed. Copies of this have been placed in fifth grade rooms, in school libraries and offices, and in the office of the Educational Service Region.

TELEPHONE SURVEY

In order to find how widely known the Eco-Center and its work were, a random telephone survey was made. If people had heard of the Center, they were asked how they had heard of it and their opinions of its purpose.

DISSEMINATION OF INFORMATION

Publicity releases were given regularly to area newspapers. A total of 704 column inches of news of the Center were published in five newspapers. Several papers ran feature stories and photograph

Staff members took part in six radio programs broadcast from a local station. The station also made twelve public service announcements for the Center.

No request from any organization for a speaker was refused. Staff members put on twenty-one programs of explanation of the work of the Center, slides of activities, and environmental films.

SCHOOL IN-SERVICE PROGRAMS

On September 28 the Eco-Center conducted a four school In-Service program at the Thomson school. After a talk by Dr. Malcolm Swan of Taft Campus, Northern Illinois University, teachers divided into groups to do school site studies, creative art, or take an awareness hike at the Bluffville Site.

Staff members and representatives from the Taft Campus, Northern Illinois University, conducted an In-Service day for the Mt. Carroll teachers February 15. During the first part of the meeting teachers were involved in a media festival. They examined an exhibit of resource material available for loan from the Center. Later Dr. Morris Weiner led in a group value clarification session.

EXHIBIT AT NICE CONFERENCE

Staff members displayed materials, showed slides of activities, and explained the program to superintendents and teachers at the NIC Conference held at Northern Illinois University May 8.

NEWSLETTERS

One professional newsletter was sent to all superintendents and teachers in the county. Fifteen bi-monthly newsletters were printed and sent to elementary teachers, librarians, and superintendents in all county schools.

COUNTY ADVISORY COMMITTEE

All staff members attended the monthly meeting of the County Advisory Committee. Members of the committee were representatives from the Eco-Center, the Soil and Water Conservation Department, eac school, the Fish and Wildlife Conservation Department, the County Forestry Department, the Cooperative Extension Service, and the Educational Service Region.

EXTENSION CLASS

The Eco-Center was instrumental in getting an extension course in outdoor education for this area for the fall semester 1972. Dr. George Donaldson, Taft Campus, Northern Illinois University was the instructor for a class of forty-four teachers and interested people from Carroll and surrounding counties. The class met Monday evening at the Center.

****

The Carroll County schools cooperated one hundred percent with the Center.

The Center adopted as its motto " We always leave a place bette than we found it". The children took this very seriously, picked up their own trash, and actually looked for other waste that they could carry out. This attitude was especially noticeable by the last fiel experience.

Another very noticeable improvement was their attitude toward picking things. At first they all wanted to collect some of everything, but by the end of the year they would say, "Look at it and leave it for the next person to enjoy".

UPPER MISSISSIPPI RIVER ECO-CENTER
TITLE III-ESEA
THOMSON, ILLINOIS 61285
Phone 815-259-3282

The ECO-Center is an Environmental and Outdoor Education project serving the seven school districts of Carroll County. The Center is in its second year of operation. The Center conducts outdoor experiences at several locations in the county.

I. FIFTH GRADE ACTIVITIES - Involving approximately 16 teachers and 400 students.

A. Field Experiences for Fifth Grade Students and Teachers Teachers will be responsible for pretrip materials. A handbook will be available for the fifth grade teachers.

Date

1. Sept. 6 - Sept. 28 Topic: Multi-disciplinary Environmental Activities
Site: Bluffville Outdoor Education Site-Thomson

A full day's experience at one site emphasizing activities in the various disciplines that are appropriate for environmental awareness.

2. Oct. 29 - Nov. 20 Topic: Man and the River
Site: Lock & Dam 13, Potters Marsh, Riverview, Springlake Wildlife Refuge

A mobile day's experience covering the different aspects of river development use, and man's influence both positive and negative.

3. Mar. 18 - Apr. 10 Topic: Man and the Elements
Site: Camp Benson, Mt. Carroll

Activities at one site on geology, weather, weathering, erosion, and use of the compass.

B. Classroom visits and in-service session

No in-service sessions or classroom visits are planned this year. An evening meeting for fifth grade teachers is being prepared. After one year of training it is felt that the teachers should handle the classroom instruction. ECO-Center staff would provide assistance to any new fifth grade teachers. It will be necessary to test fifth grade students during Sept. and March for changes in knowledge and attitude.

II. FOURTH GRADE ACTIVITIES - Involving approximately 18 teachers and 400 students.

A. In-service Training Sessions

1. Sept. 14 Topic: School Site Use
2. May 3 Topic: Curriculum Development
   Field Trip Preparation

B. Field Experiences for Students and Teachers

1. May 1/2 Day field trip to a local site on Environmental Awareness

C. Classroom Visits

Nov.)
Jan.) 45 minute classroom visit by
Feb.) a staff member.

III. SIXTH GRADE ACTIVITIES - Involving approximately 25 teachers and 400 students.

A. In-Service Training Sessions

Send sixth grade teachers to one of the split sessions.

Oct. 1 - (Science Math)	Curriculum Development, role playing, and resource materials.
Oct. 2 (Language, Social Study)	" "
Jan. 24	" "
Jan. 25	" "

B. Field Experience for Sixth Grade Students and Teachers

Oct. 3 - Oct. 26 Topic: Land Use Study
Site: Timber Lake-
Mt. Carroll

A one day experience for two classes 40-60 students involving stations on pine hardwood management, soil and water analysis, multiple use and resort management.

Feb. Topic; Study the winter environment
Site: Local Site

A two hour to one-half day field trip at a local site.

C. Classroom Visits

Dec. - Science A classroom visit by a staff
Jan. - Social Studies member on an environmental topic.

Students will be tested in March and compared to a control group to measure changes that have occurred during the past two years. This group has been in the ECO-Center program.

IV. CURRICULUM DEVELOPMENTS

1. The teachers handbook for fifth grade will be evaluated and revised.

2. Mt. Carroll Environmental Education Curriculum Guide K-8 will be printed and made available to other schools in the project area.

3. The ECO-Center is developing a 3-day in-service training program for intermediate grades.

4. A bibliography of Environmental Education materials has been developed.

5. An Educational Resource Directory for Carroll County has been developed.

V. OTHER ACTIVITIES

1. May field trips are open to all levels. Last year this involved approximately 35 teachers and 800 students.

2. Camping equipment is available for overnight experiences.

3. A staff member will be available to assist other classes on field trips in the fall.

4. A high school canoe camping course will be offered in June for a week. (If there is sufficient interest, two courses could be held.) Students receive high school credit for the course. The course is held locally on the Mississippi backwaters.

5. Resource materials are available at the ECO-Center for loan to teachers or students.

6. A newsletter will be printed monthly for teachers in the county.

7. The Center provides speakers for civic groups and has service announcements on a local radio station.

THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI
1211 McGEE STREET KANSAS CITY, MISSOURI 64106
Phone 816 / 221 7565

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JOHN R. OWEN Treasurer

May 7, 1974

Mr. Dennis Etnyre, Director
Upper Mississippi River ECO-Center
Title III ESEA Project
Thomson, Illinois 61285

Dear Mr. Etnyre:

Congratulations on the operation of an outstanding program operated through the Upper Mississippi River ECO-Center for Carroll County Environmental Education. The validation committee wishes to thank the staff for their hospitality and imagination in developing and carrying out an educational activity which can be fun and profitable. Learning to appreciate and protect the environment seems so obvious that educators often overlook it in school curriculums.

The project was recommended for validation by a unanimous vote of the validation team. It was refreshing to review a federally funded program which had developed an idea to meet a local need. The simplicity of operation combined with a well-planned evaluation design made validation easy. Please extend our thanks to each person involved in meeting the difficult time demand in completing the required data.

Enclosed is a copy of the validation report with comments on each item. These have been submitted to the Missouri State Department of Education, Title III, which will forward them to the U.S. Office of Education.

Please tell Mr. Kennedy that we appreciated him taking the time to personally take us on a tour of the Thomson School and area. It was nice to meet concerned educators who are doing something to improve instruction.

Sincerely,

Ed Downey

Ed Downey
Evaluation, Specialist III
Division of Urban Education

ED:bc

cc: Mr. Howard L. Kennedy, Superintendent

AN EQUAL OPPORTUNITY EMPLOYER

PART II--Validation of Evidence on Effectiveness/Success (Cont.)

> Project objective(s) identified for validation have been attained and the performance of the learners has been improved.

Objective No. 1

1. Review the structure of the objectives presented in Application for Validation, Part II. Determine if the objective contains the necessary specifications to render it measurable at a given point in time. The specification must include: (1) who is able to do what, (2) at what level of performance, and (3) under what conditions. Any objective not meeting the necessary specifications of measurability must be eliminated from further investigation and validation. Include an explanation of the deficiencies. If the objective to be eliminated is crucial to the significance of the project or the practice under validation, a meeting of the entire validation team should be called at this point to determine whether further validation of the project or practice is warranted.

Validation of Evidence:

Objective is well stated and subject to measurement. Pages 19 and 17b through 18a of Application for Validation. It should be noted that the seven-month period indicated in original application was shortened to six-months because of the need to submit first-year data with second-year request for funding.

Rating of Evidence:
(Circle appropriate number)

0 1 2 [✓ 3]

Objective Fails To Meet Specifications

Objective Meets Specification

be found in large as well as small communities. The focus of this yearbook, however, is limited to administration in small communities. By highlighting some of the trouble spots, it is hoped that some light may be shed on likely solutions.

Prior to the actual writing of this yearbook, a survey was conducted to ascertain the major problems experienced in the administration of twelve-year school systems in small communities. Over 150 small school administrators in twenty states were contacted. The results of this study revealed several areas of considerable concern in the administration of small school systems. To be sure, there were other problems. But those which appeared most frequently in the administration of twelve-grade school systems in small communities can be classified under the following four areas:

1. *Inadequate District Organization.* This perhaps is basic to all problems confronting small school administrators. Certainly the problem of financing portions of educational programs through local resources is intimately tied up with district organization. Many of the other identifiable problems in small school administration can also be linked with district organization.
2. *Providing Comprehensive Educational Opportunities.* The limited enrollments (particularly at the secondary level), the limited number of professional staff people, and the limited funds make it difficult to provide for the varying and diverse interests of children attending small schools.
3. *Procuring and Retaining High Quality Teaching Personnel.* The shortage of qualified professional people is felt more keenly in small communities than in larger ones. Teaching load, living conditions, and other community factors intensify the problem.
4. *Administrative Relationships.* The relationships between the board of education and the school superintendent and between the school superintendent and building principals present unusual problems in small communities. The face-to-face relationships which characterize most of the activities of small communities can be either an asset or a liability in administration.

Let's take a closer look at each. Keep in mind that these are only the *major* difficulties.

Many Troubles Arise from District Inadequacy

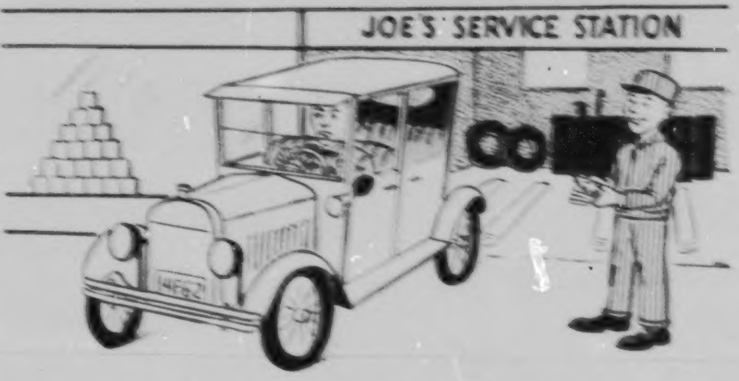
Neutrality is unusual when school district organization is under review. There are the Friends of the Little Red Schoolhouse, the Friends of the Small School, the Friends of the Friends who had a Friend, and the friends of those who advocate larger school districts.

Basically, one of the major needs in educational administration in rural areas is a friend of the children—one who is willing to judge the adequacy or the inadequacy of school district organization on the basis of the quality of educational program provided. It is not a question of bigness versus smallness, but rather how to provide the kind of educational opportunity which will make children and youth more capable of tackling the problems of living in an atomic and technological age. There is nothing innately good about a small school system, nor is there anything innately good about a large size system. Systems in themselves are but means. The important thing is the end result from a particular kind of organizational pattern in education.

There have been significant changes in transportation and communication which have led to changes in social groupings such as the neighborhood and the community. These new and natural developments in community organization have made possible the enlargement of units of school administration in many areas into more efficient units without necessarily divorcing the schools from community life. It is unrealistic to expect school district organization to remain static in the face of dynamic changes in neighborhood and community organizations in rural areas. The excessively high cost per pupil in many small school systems is not only wasteful, but unnecessary. The powerful forces which have resulted in such significant changes in our ways of living have been in operation for well over a century. These forces provide the powerful incentive to school district reorganization. But, at the same time, this doesn't make the task of the small school administrator any easier.

The old Model T performed well in its day. Few today, however, would take pride in it as an efficient or convenient family conveyance. Through advertising, the technical developments and aesthetic appeal of new automobiles have caught our imagination—and sometimes our pocketbooks as well. We are eager to take advantage of the wonderful new developments in automobiles. True, the glittering and convenient gadgets increase the cost, but we feel it's worth it because we're getting so much more. No one would think of paying the same price for a Model T as he would for a 1960 high powered de luxe upholstered, automatic and aesthetically pleasing car.

Getting people to compare what they are buying with what they might buy or might need in educational programs is far more difficult than shopping for a new car. An early 1900 model educational pro-



It often costs more to keep the old model running.

gram on the Model T design costs a great deal today. As a matter of fact, it often costs more than more extensive educational programs in larger school systems.

The nub of the argument can be found in a report of the National Commission on School District Reorganization. "The real starting point in any program of school district reorganization is the decision of the people as to the kind of educational program they need and want. The American people expect a great deal from their schools. They expect them to assist in preserving the integrity of the individual, in nourishing the underlying values of democracy, and in securing and maintaining world peace. The schools should combat cultural conflict, race hatred, ignorance, poverty, and crime. They should aid in increasing the income of individuals and families, in improving methods of production and marketing economic goods, and making wise use of material resources. They have major responsibilities in improving the general health of the people, in decreasing the accident rate, and in raising the standard of living. They are taken to task for the rising of divorce rate, increasing juvenile delinquency, and the misspelled words and faulty punctuation of the secretary in the businessman's office. The American people regard schooling as a remedy for practically all ills and as a means of resolving most of the difficult problems."[1]

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[1] Dawson, Howard A.; Reeves, Floyd W.; and others. *Your School District.* Report of the National Commission on School District Reorganization. Washington, D. C.: Department of Rural Education, National Education Association, 1948. p. 21.

This is a large expectation which can be facilitated best through efficient district organization. The adaptation and reorganization of local school district structure are never completely and permanently settled. As the boundaries of the neighborhood and the community change, so too must the boundaries of the attendance area change. An educational program geared to a pioneer community is unsatisfactory at the present time.

Some say that every community has the kind of educational system it wants. Certainly if the school is one of the best, it is so because the community wanted it that way and is willing to pay the price. But the converse may not always be true. Not only is it necessary to help people in rural areas see the need for a better kind of educational program but also to see the relationship between improved educational programs and school district organization. The original pattern of school districts was not designed to provide for the broad and differentiated needs of all children. Many a child back in the "good old days" left school because he lacked the interest or the inclination to study what the school required. The innate ability to succeed in school was often present, but he faltered because of some deficiency in reading or writing which could have been remedied in more extensive school programs. Much went unrecognized in the "good old days" and often promising pupils were lost as drop-outs as a result. It is unrealistic for administrators to hopefully wait for those students who have a limited interest in a limited educational program to drop out. Drop-outs are not educated students. Furthermore, our compulsory education laws demand that school children continue in school whether they desire to drop out or not. Compulsory education laws have added their bit to promote the need for a broader and more differentiated school curriculum. Where antiquated local district organization exists, it must be changed in keeping with the concept of an adequate and appropriate education for all American children and youth. This is more than an ideal. It is a necessity.

The Characteristics of Districts

The characteristics of satisfactorily organized local school districts should be common knowledge to all small school administrators. Admittedly, standards must be adapted to account for topography, climatic conditions, roads and transportation facilities, and population distribution in local areas. The evidence available to the National Commission on School District Reorganization led to the conclusion that the educational interests of the children would be best served if:

1. The enrollment in kindergarten and grades one through six is not fewer than 175 pupils with at least seven full-time teachers employed. A more desirable minimum would be 300 or more pupils with twelve or more teachers.
2. The enrollment in junior and senior high school grades is not fewer than 300 pupils or 75 pupils in each grade group with a minimum of twelve full-time teachers.
3. The enrollment in schools which have to be organized to provide educational opportunities for persons who have completed grade twelve is not fewer than 200 pupils with ten full-time teachers.[2]

It's one thing to recognize the need for the reorganization of school districts into effective local units but still another to know what to do about it. Factors which could stimulate the improvement of district structure are beyond the control of the single individual. Among the factors which have a positive influence on school district reorganization but which require state-wide action are: the distribution of state funds for schools on an equalization basis; special grants or other financial incentives from the state to school districts that reorganize; state support of pupil transportation; state aid for building programs in newly reorganized school districts; a procedure which provides for the counting of votes for the approval or rejection of proposals for reorganization for the whole area rather than on the basis of individual districts involved; designation by the state government of special committees to study school organization in the counties (or more desirably in a combination of counties) and submit plans for reorganization within a specified time limit; and state departments of education furnishing professional and technical assistance to local boards of education and communities engaged in planning reorganization.[3] Individuals can help to promote the above mentioned but the state legislature and state education departments must assume a major responsibility for causing these factors to be put into motion.

Local school administrators can provide the leadership necessary to promote school district reorganization at the "grass roots" level. Helping people realize the need for better educational programs than are presently available has already been mentioned. In addition, it is necessary for someone to motivate and organize the study of the educational needs and resources available as well as the underlying patterns of social and economic life within the communities. Lay committees can help promote a better understanding of the results of studies which are usually done by trained professional educators. This approach has been used with success in most states where considerable progress has been made in the reorganization of school districts, but *local administrative leadership must be present for most efficient utilization of this process.*

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[2] *Ibid.*, p. 81.

[3] *Ibid.*, p. 132-33.

The small school administrator who provides the leadership to promote necessary school district reorganization must be a person of considerable professional stature. Doubtless, in the past, reorganization has been deterred by some small school administrators. Such negative conduct or passive resistance is the height of folly. No one man can prevent school district reorganization; the "best" he can do is fight a delaying action. The handful of small school administrators who have worked actively to prevent necessary district reorganization which has been based on careful study as well as documented by clear-cut evidence is guilty of a breach of professional ethics. To impede reorganization for the sole purpose of perpetuating one's position as chief administrative officer of an unsatisfactorily organized school district is to be guilty of conduct unbecoming a professional person. One is not "loyal" to the local district which employs him if his actions inhibit the development of better educational opportunities for the children of that district.

On the other hand, our nation owes a debt of gratitude to the many small school administrators who have virtually worked themselves out of a given administrative position to promote better education for rural youth and children. There have been many small school administrators faced with promoting a desirable plan to strengthen local district organization in a particular rural area which would mean the elimination of his own administrative post. The dedicated school administrators in small communities have not hesitated to make the personal sacrifice necessary in resolving the dilemma. There is ample evidence to indicate, however, that people of high professional stature who have placed the improvement of education ahead of perpetuation of an unnecessary administrative post have had little difficulty in finding new positions of responsibility.

Quest of the Comprehensive Educational Programs

The survey of 150 school administrators of twelve-grade systems located in small communities brought out that the restricted curriculum in the small schools was a problem of great concern. There is ample research evidence to justify the concern indicated in the survey. Pre-1950 studies of the curriculum in small secondary schools in various states of the nation pointed out that the offerings in most small secondary schools were primarily concerned with satisfying college entrance requirements.[4]

More recent studies of programs in small communities reveal the continuing curricular shortcomings. During the 1953-54 school year in Iowa, for example, a full 100 percent of the 700 schools studied offered courses in the fields of English and social studies. Better than 95 percent of these schools had some courses in commercial education, science, and math. About three-fourths of the schools provided some experiences in home economics, and slightly more than two-thirds included experiences in the manual arts. Only 39 percent had agriculture listed in the year's program of study, and even fewer schools had vocational agriculture. The students in only 46 of the 700 high schools (or 6.6 percent of the total number of schools) were able to study modern foreign languages. Art was almost non-existent, as only three of the 700 schools provided formalized, specifically planned experiences in art.[5] Further limitations were made obvious through examination of the actual course offerings in the various fields of study. While most of the small secondary schools had some mathematics courses, these courses were limited to algebra, plane geometry, and general mathematics. Only a minority of small schools afforded more advanced work in mathematics. The same could be said of the science field. Where most of the small schools offer general science and biology, a minority provided for the study of physics and still fewer for chemistry. Much the same could be said of specific subject offerings in other fields of study.

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[4] Broady, K. O. "Small School Systems." *Encyclopedia of Educational Research.* Revised edition. New York: Macmillan Company, 1950. p. 1055-56.

[5] Senne, Donald C. *High School Programs of Study in Iowa Independent School Districts for 1953 and 1954.* Master's thesis. Iowa City: State University of Iowa, College of Education, 1954. (Typewritten)

Farmer, Charles W., Jr. *High School Programs of Study in the Consolidated Districts of Iowa for 1953 and 1954.* Master's thesis. Iowa City: State University of Iowa, College of Education, 1954. (Typewritten)

If the small secondary school were doing an outstanding job in preparing students for college, there might be some justification for its almost complete emphasis on the traditional subjects of study—the preparation for college. There is evidence to indicate that even in this respect, however, most of their programs fall short of what is desirable. The inability of these smaller schools—largely due to a lack of financial resources, high costs, the small number of pupils enrolled and insufficient available teacher time or competence—to provide advanced mathematics, advanced science, and foreign languages, generally considered essential for college potentials, has already been noted. A recent study of school districts in Michigan showed that in that state only 4.9 percent of all high schools with enrollments under 200 pupils were members of the North Central Association of Colleges and Secondary Schools as compared to 62.6 percent of the high schools enrolling 200 or more pupils.[6] Only a minority of the secondary schools in the small communities of most of our states have desired or have been able to meet the standards of their regional accrediting associations. In Iowa, for example, less than one-fourth of the NCA approved schools had enrollments of fewer than 200 pupils. A study by DeKock of the graduates from small and large high schools in that state who attended the state university showed that small schools contributed proportionately fewer Phi Beta Kappa candidates than would be expected from the numbers who graduated from small schools and later enrolled at the university.[7]

The effect of district reorganization upon changes in the school program was reported in a study completed by the United States Office of Education.[8] Of 525 districts having a secondary program and which had recently been reorganized at the time of the study, 383 or 72.9 percent had added one or more courses. The most common course additions in the recently reorganized districts with total enrollments of less than 300 were in such secondary fields as home economics and industrial arts. Relatively more reorganized districts with school enrollments above 300 added courses or augmented programs in other secondary subject fields such as commercial or business education, physical education, driver education, music, and art. Reorganized districts in the 500 through 899 enrollment range broadened their course offerings in physical education, driver education, music, art, business or commercial education, sciences, agriculture, home economics, and industrial arts. There was likewise evidence of enrichment in the elementary curriculum of school districts that were recently reorganized. This clearly emphasizes that *satisfactory district organization is a most necessary advance in the improvement of educational opportunities in small school communities.*

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[6] Thaden, J. F. *Equalizing Educational Opportunity Through Community School Districts.* Special Bulletin 410, January 1957. East Lansing: Michigan State University, Agricultural Experiment Station, 1957. p. 38.

[7] Preliminary report of an unpublished study in progress by H. C. DeKock, State University of Iowa, Iowa City, Iowa, as stated in a letter to the yearbook editor.

[8] Fitzwater, C. O. *Educational Change in Reorganized School Districts.* Office of Education, U. S. Department of Health, Education, and Welfare, Bulletin 1953, No. 4. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1953. p. 34-49.

Difficulties in scheduling, very small classes, and ineffective guidance programs were also listed as instructional problems in small schools. How small should classes get before they are too small? Is it wise to conduct a class in home economics or advanced mathematics with one or two students enrolled? Is it possible to provide the necessary social and psychological situations in a class with only a few students? This is entirely beside the problem of whether it is economically feasible to do so. Diversification of the program is difficult with the small number of students enrolled in the school as a whole and the advanced classes in particular.

Thus far the problems encountered in quest of a comprehensive educational program in small schools have been emphasized. Is it all so hopeless? The difficulties are real but rarely insurmountable. They should represent a challenge rather than a frustration. But miracles shouldn't be hoped for in districts with enrollments so limited that the educational program can be provided only at unreasonable or prohibitive cost. It was previously indicated that newly reorganized districts with total enrollments ranging from 500 to 899 have done much to broaden their educational programs. Certainly this enrollment range would put them in the classification of relatively small rather than relatively large districts. A satisfactory district organization is a step in the right direction in quest of a comprehensive educational program.

It should be recognized at the outset that it is neither possible nor desirable to duplicate in small communities the organization of large city elementary and high schools. Classes will be smaller, school days frequently a little longer, and courses fewer in small systems. But this does not necessarily mean that classes will be *too* small or the days *too* long or the courses *too* few. The teachers will undoubtedly have to teach in more than one subject field and look after more pupil activities. To some, unprepared by virtue of personal attitudes or professional preparation, the versatility required of small school teachers will be much more than they can offer. It is also inevitable that school-community relationships will be more intimate. This is an asset which is frequently unappreciated. Cooperative planning is the key to improved organization of small high schools.[9]

One way to avoid unjustifiably small classes and provide a more extensive program of studies is to offer courses in alternate years or semesters. Nearly all small high schools are doing this. The specific subjects most often alternated are: chemistry, physics, geometry, algebra, English, Latin, biology, Spanish, and shorthand.[10] The pattern seems to be to alternate the more advanced classes which are likely to have the smallest enrollment.

Another approach for overcoming handicaps due to smallness is the combining of pupils of more than one grade or subject in a single class. This requires a versatile teacher. It will be found most often in advanced courses in industrial arts, homemaking, agriculture, and commerical or business education. The three or four pupils in an advanced industrial arts course would not be neglected to any great extent if they were in the shop at the same time as a group of six boys pursuing Industrial Arts 10. The nature of such courses in any school situation generally requires that the teacher give more individual instruction, and each pupil then proceeds with his own project. The amount of necessary group instruction is limited, but can normally be accomplished without seriously interfering with the other grade or class level which may be at work in the same room.

There is ample evidence to show that correspondence courses for secondary school pupils offered by various state universities can likewise be used to enrich the program of small secondary schools. Many of the supervised correspondence study courses are planned to operate on a self-teaching basis. A word of caution must be mentioned in that high school pupils taking such courses *must be given careful local supervision*. The costs of such courses are usually met through the funds of the local district.

Since pupils of grades eleven and twelve are more mature, fewer in number, likely to have better defined aims, and wider and more diversified interests and capacities, supervised correspondence courses are most likely to be successful with these grades than with younger pupils.[11] Careful supervision of all students enrolled in correspondence courses is a must to prevent the high mortality rate before completion of such work. A teacher or the principal must coordinate the supervised correspondence study program. Often this responsibility is given to the principal of the small high school. The selection and purchase of courses, the regular sending in and return of lessons, the giving of tests, the recording of results, and the supplementation of the theory by laboratory experience in the community are responsibilities of the coordinator of the supervised study program. This general supervisor of the program can further help pupils by referring them to teachers with whom they might consult when they feel the need for such consultation. Currently, correspondence courses for high school students in small communities include such subjects as radio, advanced auto mechanics, animal husbandry, advanced chemistry, advanced biology, commercial law, agriculture, third and fourth year foreign languages, anatomy, meteorology, differential calculus, meat cutting, and music. It is often difficult to motivate students to complete correspondence courses, and for that reason the students who enter such courses should be carefully selected.

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[9] Gaumnitz, Walter H., and Devilbiss, Wilbur. *Cooperative Planning, the Key to Improved Organization of Small High Schools.* U. S. Office of Education, Federal Security Agency, Pamphlet No. 102. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1947. 21 p.

[10] *Ibid.*, p. 6.

There is some evidence to indicate that the 45-minute period and the seven-period day is not the best solution to the scheduling problems in small schools. A 55- or 60-minute period and a six-period day is perhaps more defensible from an educational point of view. Fewer study halls are needed and more time for supervised classroom work is made available. Some small schools have indicated enthusiasm for the "floating" or "square" schedule. This is fundamentally a six-period schedule with one period floating each day so that actually only five of the six periods meet during any one day. However, one should not expect miracles from schedules. A schedule is simply a mechanical device which in itself cannot enrich the program. There is no evidence available to indicate the superiority of the "floating" schedule over the six-period schedule. Illustrations of the horizontal and vertical scheduling using the "floating" or "square" schedule are given in Figures I and II.[12]

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[11] *Ibid.*, p. 7.

[12] See Wright, Grace S.; Gaumnitz, Walter H.; and McDonald, Everett A., Jr. *Education Unlimited. A Community High School in Action*. U. S. Office of Education, Federal Security Agency, Bulletin 1951, No. 5. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1951. p. 14-15.

FIGURE 1

Horizontal Schedule

Typical Pupil's Weekly Schedule

(Mary Smith, college preparatory sophomore)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Eng. II	Eng. II	Eng. II	Eng. II	X-Pd.[b] Typ'g.
2	Lat. II	Lat. II	Lat. II	X-Pd.[b] Typ'g.	Lat. II
3	Plane Geom.	Plane Geom.	Z-Pd.[a]	Plane Geom.	Plane Geom.
4	Biol.	X-Pd.[b] Typ'g.	Biol.	Biol.	Biol.
5	X-Pd.[b] Typ'g.	World Hist.	World Hist.	World Hist.	World Hist.

[a] Z-period: First and third Wednesdays, Mural Club; second Wednesday, Assembly; and fourth Wednesday, Class Meeting or Guidance.

[b] X-periods could be scheduled for the first or fifth period each day, if desired, to avoid interrupting extended periods.

The fundamental curricular trouble spot of small community schools—or any school—is that of involving pupils in as wide a variety of learning situations as possible. The uniqueness of the small school revolves largely around its limited number of both pupils and teachers. Lower pupil-teacher ratios than can generally be justified, the large number of different preparations each teacher must make, and everywhere a "not enough" are problems not easily resolved. There is some evidence, however, perhaps as yet too meager for adequate appraisal, that these difficulties are not completely insurmountable. Two separate kinds of developments show distinct hope for the future: an increasing amount of creative thinking and experimentation in regard to methods and techniques at the secondary level, and success of the intermediate unit in supplementing local school district efforts in those areas or states where such programs have had sufficient leadership or encouragement.

Innovations are not easily born nor quickly accepted. When sound, they prove themselves and grow—slowly at first. This is probably

FIGURE II

Vertical Schedule[a]

Typical Pupil's Weekly Schedule

(Jane Meredith, commercial senior)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Work Expr.	Work Expr.	Prob. of Democ.	Shorthand	X-Pd.[b] Phys. Ed.
2	Work Expr.	Work Expr.	Prob. of Democ.	X-Pd.[b] Chorus	Eng. IV
3	Work Expr.	Work Expr.	Z-Pd.[c]	Shorthand	Eng. IV
4	Work Expr.	X-Pd.[b] Spanish	Prob. of Democ.	Shorthand	Eng. IV
5	X-Pd.[b] Spanish	Work Expr.	Prob. of Democ.	Shorthand	Eng. IV

[a] The square pattern of the schedule facilitates shift from horizontal position to vertical position. Pupils scheduled for work experience may be scheduled to work all day without interruption in the vertical plan. In such a schedule the X-periods involved are either eliminated or rescheduled.

[b] X-periods: This pupil has chosen Spanish for 2 periods (120 minutes) per week, chorus for 1 period, and physical education for 1 period.

[c] Z-period: First and third Wednesdays, Dancing Club; second Wednesday, Assembly; and fourth Wednesday, Class Meeting.

desirable, since initial resistance to adopt or adapt give opportunities for the refinement of the original ideas or experiments. But despite this inevitable lag, methods and practice do change when the merit of modification has been demonstrated. In a relatively short space of time we have seen a substantial overhauling of our educational programs at the elementary level. There is perhaps still more developmental philosophy at the theory or talking stage than in classroom practice, but even the most unskilled observers can detect substantial differences in almost any elementary school classroom from what they can remember of their own experience. A comparable change at the secondary level has not yet taken place. But there is a greater readiness for it now than has ever before existed. Creative thinkers are at work. New approaches are being conceived and experimental projects are underway.[13] New technological developments are being adapted for school use. Some of these may well have promise for small community school systems. In Oklahoma, for example, a series of TV courses was begun during the 1956-57 school year, designed in part primarily for small schools. Courses in mathematics and science are televised on a regular daily schedule and beamed for reception by schools which do not offer these courses in their regular program. Arrangements are made so that pupils can receive some teacher supervision and regular academic credit for the satisfactory completion of work in this manner.[14] Other experiments with TV instruction are being carried on both for in-school and out-of-school reception.[15] Completely satisfactory answers to all curricular problems may never be found. But the present readiness to experiment and to create is cause for encouragement.

The development of the intermediate unit as an agency through which a wide variety of specialized educational services can be provided for the local districts in its area is a most promising development for small communities in quest of a comprehensive educational program. This cooperative or shared service approach for educational services (except for a few states which have pioneered during the past five to eight years) is also just in its beginning stages. The intermediate unit service idea is not at all new in small communities and rural areas in activities outside the field of education. Pioneer families found that their greatest strength and progress came from giving assistance to each other. More recently smaller farm operators, lacking the time, the skill, or the volume to effectively market, purchase, or process, have discovered that when they team up and cooperate certain advantages accrue to all which probably none could achieve through individual effort alone.

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[13] See National Education Association and American Association of School Administrators, Educational Policies Commission. *Education for All American Youth—A Further Look.* Washington, D. C.: the Commission, 1952. p. 147-53.

See also the following:

Shaw, Archibald B., and Reid, John Lyon. "The Random Falls Idea." *School Executive* 75: 47-86; March 1956.

School Executive. "The Random Falls Idea: An Interim Appraisal." *School Executive* 76: 92-103; February 1957.

School Executive. "Review of 1956: Instruction." *School Executive* 76: 62-63; January 1957.

[14] This program is operated by the Oklahoma City Schools with the cooperative support of the Oklahoma State Department of Education.

[15] See, for example, School Executive. "Closed-circuit Television." *School Executive* 75: 63-73; July 1956.

See also Joint Council on Educational Television. *Four Years of Progress in Educational Television.* Washington, D. C.: the Council, 1956. 144 p. (Mimeo.)

The currently developing concept of the intermediate unit establishes the provision of educational services as one of its major functions. In many respects it is wholly comparable to the farmer cooperative. It is organizational machinery which can make available to small community schools (and larger schools, too) many of the services which they might not otherwise be able to have. Special teachers in music or art at the secondary and or elementary level can be made available (in some areas actually are available) to work in two or more smaller schools in an area. Specialized guidance assistance, curriculum specialists to work with individual teachers and teacher groups, a central pool of films and other instructional materials, a cost saving plan of cooperative purchasing, and on and on. The possibilities are virtually without limit. The most encouraging aspect of this intermediate concept is that such cooperative enterprise, when the separate local districts in each intermediate area participate in the planning and development of the service program, works to the special advantage of the smaller school systems. Administrators of small community schools should seek out information concerning the potential of the intermediate unit as a service agency to basic school districts and should develop understanding so that their efforts can contribute to the more rapid development of an intermediate structure appropriate for the job to be done.[14]

Curricular activities are the heart of the school. The school program is its curriculum. Limitations and restrictions, both in range and quality of offerings, are indeed realities in small communities. But improvements *are* possible. Creative imagination, a willingness to experiment, an interest in finding out about successful practices elsewhere, and a sufficient courage to modify the *status quo* when innovation or adaptation is indicated are among the necessary tools.

Securing and Retaining Teachers

Is there a teacher shortage? Ask the small school administrator. A teacher in a small school system is expected to be a specialist in a particular subject field and a leader in many school activities. More often than not, teachers are required to teach in subject areas other than those in which they have their major preparation. The teacher is the guiding force of the pep club, advisor to the senior class, advisor to the school newspaper and annual, the study hall proctor, ticket taker at all the interscholastic activities, a scout leader, and, in general, an all-round person in the community. It seems strange that, despite the greater diversity of tasks performed by teachers in small school systems, often less professional preparation is required of them than of their counterparts in large communities. In general, elementary and secondary school teachers teaching in districts which are predominantly rural are less experienced than the average teacher in the United States.[17]

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[14] See National Education Association, Department of Rural Education. *The Community School and the Intermediate Unit.* Yearbook 1954. Washington, D. C.: the Department, 1954. 259 p.

See also National Commission on the Intermediate Administrative Unit. *Effective Intermediate Units—A Guide for Development.* Washington, D. C.: Department of Rural Education, National Education Association, 1955. 16 p.

The versatile teacher who is prepared by disposition as well as professional study to teach several subjects and also render other specialized services is difficult enough to find when the supply of teachers is plentiful. Today, it's more difficult than ever. There was a time when the inexperienced person fresh out of teachers college had to put in a kind of apprenticeship in the small school before landing a position in a big system. But now the small school must compete with its big city cousins to employ the inexperienced. It was reported that the demand for qualified teachers in elementary and secondary schools for the year 1956 was 1,316,100. The total supply was 1,195,400.[18] When a choice is present, few teachers seem willing to accept the challenge and broadening experience of teaching in several subject fields with the necessity for many more preparations each day. The tendency for most is to avoid such situations when possible.

According to the United States Public Health Service, an estimated 4,200,000 children were born in the United States in 1956. This is an increase of almost three percent over the number born in 1955. School enrollments continued to climb in the 1956-57 school year. Enrollments in kindergarten through Grade VIII were up four percent over the previous year while enrollments for Grades IX through XII were up five percent over the previous year. Swelling enrollments mean more teachers will be needed, but of all the 1956 college graduates only one out of four entered teaching in elementary and secondary schools.

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[17] National Education Association, Research Division. "Rural Teachers in 1951-52." *Research Bulletin* 31: 13-16; February 1953.

[18] School Executive. "Review of 1956: Facts in 1956." *School Executive* 76: 58-59; January 1957.

The need was for three times that number.[19] If present pupil-teacher ratios are to be maintained, the schools of the nation will have to enlarge their total teaching staffs more in the next ten years than they did in the previous 35 years. By 1965 there will be a need for one-half million more teachers on the job than there are today. But *the shortage will be felt most keenly by small school administrators* faced with the decision of employing versatile teachers who may not always be convinced of the benefits of teaching in small communities.

These figures portend the great difficulty small school administrators will have in their quest to find qualified teaching personnel. It also implies problems in keeping their experienced teachers as opportunities for them to move will be greater than ever before. Salaries for teachers in small schools must, of necessity, continue to rise in the years ahead. In addition, working conditions for teachers must be improved. From the studies of labor migrations and working conditions it has been discovered that *salary is important* but *not the only factor* determining where a person will work.

The cold fact remains that people prefer to work in areas where they enjoy the conveniences of large shopping centers, places of amusement, parks, playgrounds, etc. A school system located in a community which is isolated by poor transportation facilities and which provides few recreational opportunities, few civic activities, few churches, and meager medical or hospital facilities will experience more difficulties than others in attracting teachers. Such communities will have to overcome their lack of desirable facilities by paying more money, by using all available resources to attract competent teachers, and by putting forth extra effort to insure that teachers will have a pleasant place to live as well as work. Above all, teachers desire to be regarded as human beings and as an integral part of the community in which they reside. Again, it is emphasized that attracting qualified teachers to come to the community is one side of the problem; retaining those already in the system should not be overlooked.

Community Action—A Necessity

The problem of recruiting teachers for small schools is a difficult one and should not be regarded solely as the task of the small school administrator and board of education. The community has a role to play.

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[19] *Ibid.*

Many small communities in various parts of the United States have prepared brochures for the purpose of attracting industry and businesses to their locality. These brochures describe the community in such a manner as to attract business or industry to locate there. The same approach could be used in small communities to recruit and maintain good teaching staffs. This, of course, implies that the community considers good schools as important as attracting desirable business or industries.

The story of Downers Grove, Illinois, (a community in the Chicago suburbs) is a good example of the way a civic organization can be of assistance to schools in times of need. The schools of Downers Grove found themselves late one spring with more vacancies for the ensuing year than candidates for positions. The local Junior Chamber of Commerce came into the picture. The officers and members of the Jaycees worked with school officials to develop a plan to attract more qualified personnel to their school system. It was decided to set aside a day for "open house" for teacher candidates in the spring. The placement offices of various teacher education institutions were contacted and interested candidates were invited to the community-wide "open house" in Downers Grove. To insure a cordial greeting for all, the Jaycees exerted the effort necessary to know when each teacher would arrive. If the candidate came by car, his car was parked at the police station. If he arrived by train, he was met at the railroad station. Upon arrival, each candidate was assigned to a host and hostess, and then taken to a private home for lunch. After lunch, candidates were driven to the school to visit with the superintendent, the professional staff, and the pupils. Special efforts were made to have candidates meet store managers and various businessmen of the community. At the end of the day, a banquet was given for these teacher candidates. The candidates who came from a distance and wished to stay overnight were housed in homes in the community. When they were ready to leave, they were taken to the train or their cars. The result? As you would suspect, Downers Grove had enough teachers to teach in their schools the following year. This approach, or modifications of it, is of particular significance to small communities. This type of activity is usually simpler to organize in small communities than in larger ones. In this particular case, smallness was converted into an asset.[29]

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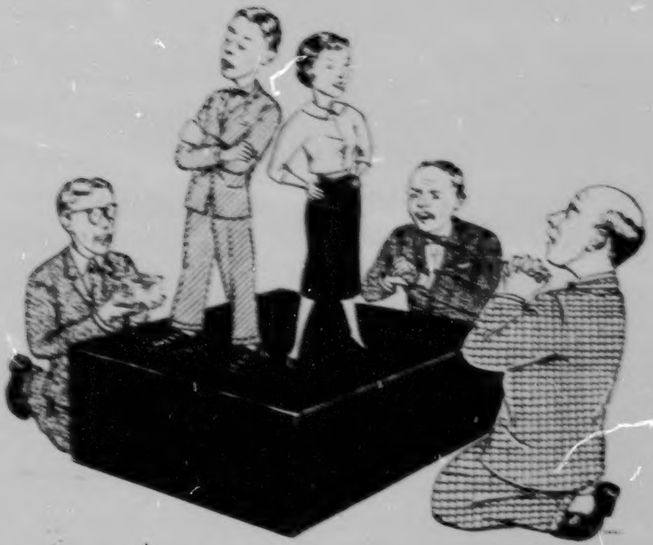
[29] Reiman, Gene. "Invitation from Downers Grove." *Future* 13: 23-27; November 1951.



Attracting competent teachers will become more and more difficult.

Businessmen and people of influence in small communities must realize the importance of good teachers and help such teachers become a part of the community rather than be regarded as outsiders who are gone on weekends and summers. Teachers don't enjoy being considered transients. Communities which take an active interest in the recruitment and retention of teachers provide a ray of hope. Teachers in small communities can be an active part of local clubs and make a real part of the local family. The school administrator can sound out the interests of teachers and pave the way for their membership in local organizations. People will come and people will stay where life is pleasant and one's efforts are appreciated and duly rewarded.

What Do They Want To Know About Us?

Let's face it. Teachers, like everyone else, desire information about the teaching situation before they decide finally upon where they would like to work. The small school administrator must be prepared to relay facts about his school. One study reports that teachers desire the following kinds of information about the school and community before the contract is signed:

1. Personal habits not approved by the community.
2. Specific classes or grades to be taught.
3. Extra curricular assignments.
4. Enrollment of the school.
5. Approximate number of children in class or grades.
6. Cost of living and kinds of living accommodations.
7. Transportation facilities in and out of the community.
8. Salary schedule if one exists.
9. Activities and civic interests in the community.
10. Churches in the community.
11. Dominant vocational groups in the community.
12. Dominant racial and nationality groups in the community.
13. Recreational opportunities in the community.
14. Number of teachers in the school.
15. The school building facilities, and any unique advantages of the present building.
16. Expectation regarding teachers' time on weekends.
17. Activities in which the community expects the teacher to participate.
18. The number of new teachers who may be in the school.
19. The community's interest in the school.
20. The general characteristics of the students.
21. The name and position of the immediate superior in the school building.[21]

It would be well if each small community could make a self-analysis to see how attractively it could answer the questions posed above. This is one of the early steps in attracting personnel to small communities.

The Staff Can Help

The more experienced teachers in the small school system can play an important role in encouraging new teachers to be a part of the community. The "buddy" system works. A teacher with experience in the system is appointed as a buddy to each new teacher. These "older" teachers help the new teacher get started and provide him with information about the school and the community, help him get acquainted, and assist with whatever will be needed to make a satisfactory adjustment. Teachers feel freer to talk with other teachers. The buddy system is an invaluable device in the orientation of teachers new to the school system.

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[21] Eye, Glenn G., and Lane, Willard R. *The New Teacher Comes to School.* New York: Harper and Brothers, 1956. p. 121.

The school staff can do other things. They can collect information on available housing for teachers in the community. Such information can be passed on to newcomers to the school system who are looking for a desirable place to live. More experienced staff members can organize courtesy committees to write letters of congratulation and welcome after each candidate has been appointed. They can offer to meet new staff members upon arrival in the community or conduct them on a tour of the school, the community area, and to other points of interest. These committees can plan and conduct social hours designed to assist new staff members in becoming acquainted with each other and with other staff members. Very often the local teachers association is active in such affairs. Older staff members can likewise take the initiative to help the new staff members meet parents and children at PTA meetings or other school and community events.

The teacher shortage which faces the small school administrator can be met by forceful action. It has been pointed out that the entire resources of the community need to be marshalled to meet the situation. The local financial resources and whatever state support is forthcoming must insure a professional salary for teachers. There is no valid reason for teachers in small communities with equal experience and professional preparation to receive lower salaries than those in larger communities. *Good teachers are as necessary in small communities as in large communities.* Small school administrators must be ready with an induction program to help new teachers adjust to the community. Full utilization of community resources is necessary.

The relationship and responsibility of the superintendent and school board in employing school personnel are explored in the next portion of this chapter. Certain unique problems in small communities are presented. It may be sufficient at this point merely to recognize that much of what is done to enlist others' assistance in the job of helping new teachers adjust to the community and the school system depends upon their initiative and encouragement.

What Shall We Do?

"Who's in charge around here?" It's an appropriate question to ask administrators and boards of education of small school systems. One of the most unique aspects of administration in small schools is the relationship that exists between the board of education and its chief executive officer—the superintendent of schools. In a small community highly formal relationships appear unnecessary. Board members and the superintendent greet each other on the first name or nickname basis. Communication is rather easy; if an emergency arises calling for an immediate decision, it just takes a minute to pick up the phone and call the businessman downtown or to drive out in the country to see the farmer. And yet the fact remains that the small school superintendent often finds it necessary to consult with the board before making any decision.

Farmers and small businessmen are frequently not as concerned with basic policy formation as they are with the more immediate or more pressing problems. They often seem to run their businesses and farms "by ear." When they serve as school board members, they have a tendency to carry over the same approach. Consequently, there may be a reluctance on the part of some boards to put into writing a basic statement of policies concerning the school system. This tendency has caused many small school administrators some very severe problems. Basically, a school administrator executes policies which have been developed by the board and by the community. If he does not know what these policies are, what is left to execute—except perhaps the administrator? Without guidelines the superintendent isn't sure which course to steer. He is driven to the safe practice of doing nothing until the board can be called. This is hardly the role to be played by a professional. What's more, it's an inefficient way to operate. What assurance is there that a hurried decision today is consistent with what was done yesterday?

It is not at all uncommon to find boards of education in small communities usurping the executive function of their superintendent of schools. Ofttimes this is done without intent. But the fact remains that no one took the time to think through what is needed to efficiently operate a school system. *If a board of education is to perform the function of a legislative body and a body of review, it must have a set of basic policies.* With written policy there is a check point at hand. This can prevent misunderstanding and mistrust between the board and the superintendent. The area of personnel employment can be used as a specific illustration. Many boards still enjoy the authority and prestige that goes with employing teachers—even without prior recommendation of the superintendent. Such practice, though it exists in many small districts, is generally regarded as most undesirable. The administrator is responsible for the activities of the school personnel but, when not given opportunity to recommend, has little voice in their selection. Most undesirable practices can be changed best through the patient education of board members.

Best To Go On Record

Many times school boards in small communities hesitate to adopt a set of policies because of the fear of becoming inflexible. This feeling stems from an inaccurate concept of the nature of policies. It is the professional responsibility of the superintendent to aid his board in the development of an understanding of the formulation and operation of policies. Many state school board associations have been carrying on intensive inservice education programs for boards of education on policy development. Boards of education in small school systems should be urged to join their state school boards association.

A policy is a broad general aim, purpose, or objective which the board intends to follow. The procedures established should be based on policy. A good policy is broad enough to encompass all the issues out of which it arises. The statement of policy is usually a clear-cut, unequivocal, broad statement which can be used as a criterion in selecting possible alternative actions. If properly developed, a set of policies can be made flexible and need not be restrictive. Policies can and should be reviewed and modified as conditions change. The function of a policy is to insure consistency rather than unnecessarily restrict the board. Most authorities recommend that policies be stated in broad terms rather than elaborately detailed language.

The purpose of the policy is to outline the general plan by which the board of education discharges its responsibilities. This plan should clearly define the major functions of school administration in terms of the characteristics and needs of the particular school system.

The Oklahoma Cooperative Project in Educational Administration in conjunction with the Oklahoma State School Boards Association developed a check list of areas which might be included in a written set of policies. This is given below:

Check list of Areas
Which Might Be Included in a Set of Written Policies

PREAMBLE

A. Statement of the purposes of public schools of the district

B. Statement of the aims and objectives of schools

C. Statement of the obligation of the board of education for the attainment of these goals

I. BOARD OF EDUCATION
  A. Legal status of the board of education
  B. Functions of the board of education
    1. Providing an educational program
    2. Providing for executive organization
    3. Appraising the operation of the school system and the educational plan
  C. Organization of the board of education
    1. Legal sessions of the board
    2. Election of officers
    3. Frequency of regular and special meetings
    4. Method of conducting business
    5. Rules of order to be used
    6. Method of amending policies
  D. Channels of communication to and from the board of education
  E. Ethical conduct of the board of education and members of the board

II. SUPERINTENDENT OF SCHOOLS
  A. Selection and retention
    1. Criteria for selection
    2. Method of selection and appointment
    3. Term of office
    4. Salary and travel allowance
    5. Leave benefits
    6. Professional and public service beyond the local system
    7. Resignation
    8. Retirement
  B. Duties of the superintendent
    1. Relationship between board and the superintendent
    2. Duties and responsibilities delegated to the superintendent by the board
    3. Responsibility of superintendent as the educational leader in the community
  C. Instructional program and other school services
    1. Scope and content of curriculum
    2. Determining teaching methods and materials used and content of courses offered
    3. Provision for curriculum revision
    4. Pupil-teacher ratio
    5. Length of school term
    6. Evaluation of the instructional program
    7. Other school services

III. OPERATIONAL FINANCE
  A. Annual budget
    1. Purpose of budget
    2. Preparation of budget

    3. Presentation and approval of budget
    4. Administration of budget
    5. Appraisal of budget
  B. Recording and auditing school accounts
    1. Purpose and type of accounting and auditing
    2. Funds to be audited
    3. Financial statements and reports
  C. Salaries of school employees
    1. Professional salaries
    2. Nonprofessional salaries
    3. Wages and contracts
  D. School supply management
    1. Standards of specifications for supplies
    2. Selection of supplies
    3. Purchasing and receiving of supplies
    4. Storage, distribution, and use of supplies
    5. Insurance
    6. Supplies accounting
  E. Management of school property
    1. Planning, acquiring, and maintaining the physical plant and equipment (Including transportation and other service equipment)
    2. Utilization of physical plant and equipment
    3. Valuation of school property
    4. Insurance of school property (Including transportation and other special service equipment)
    5. Property accounting
    6. Use of general fund
    7. Special levies and sinking fund
    8. Borrowing and interest
    9. Receipt and use of gifts

IV. PERSONNEL
  A. Professional staff
    1. Employment practices of the board of education
    2. Relationship of board to staff
    3. Qualifications of staff
    4. Selection and rentention of the staff
    5. Assignment and responsibility of staff
    6. Leave benefits for staff
    7. Substitutes
    8. Ethical standards
    9. Inservice training
    10. Resignation and dismissal of staff
    11. Retirement
  B. Nonprofessional staff
    1. Employment practices of the board
    2. Relationship of board to staff

    3. Qualifications of staff members
    4. Selection and retention of staff
    5. Assignment and responsibility of staff
    6. Leave benefits for staff
    7. Substitutes
    8. Ethical standards
    9. Inservice training of staff
    10. Resignation and dismissal of staff
    11. Retirement of staff

V. PUPIL PERSONNEL

  A. Child accounting activities
    1. Basic purposes and plans of child accounting
    2. School census
  B. Administrative problems of pupil
    1. Providing for all pupils
    2. Adjustment services
  C. Organization for pupil personnel
    1. Provisions for special service staff
    2. Responsibility of other staff members

VI. PUBLIC RELATIONS

  A. Role to be played by personnel
    1. Board of education
    2. Professional personnel
    3. Nonprofessional staff[22]

If boards of education developed policies in the areas similar to those suggested above, time and effort would be conserved in the administration of the small school system. Conflicts arising out of functions to be performed by school superintendents and school boards could be minimized. The school administrator should take the initiative in urging boards of education to go on record as to what the board believes about the school. The relationship between the board and the superintendent of schools should be clearly stated. Many of the problems which occur during the school year can be anticipated during the time that the board is considering specific policies which might be adopted.

One of the common policy areas regards authority to purchase materials for the school. The school budget is a statement of fiscal policy for the year. Without a budget there may be some justification for board approval prior to purchase of any item. If there exits a carefully prepared budget which has been formally adopted by the board, there is little need for checking with the board for the purchase of items approved in the budget and for which funds have been allocated.

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[22] Oklahoma Cooperative Program in Educational Administration. *Written Policies, Rules, and Regulations for Boards of Education.* Stillwater: Office of Consultant Services, Oklahoma A. & M. College, 1955. 33 p.

Another policy of a board might read, "All business concerning the schools will be conducted only at board meeting and no individual board member shall make any commitment on behalf of the board to any member of the community, concerning school matters outside of a board meeting." If such a policy were in effect, it would be possible for a board member to urge any district resident to appear at the board meeting to register his suggestion or complaint. It takes the individual board member "off, the hot seat." Such policies make it easier for boards to deal with the variety of public pressures which are almost always present.

The many social gatherings and frequent chance meetings where individual board members are in contact with each other in small communities make it tempting to complete vital decisions outside of regular board meetings. Such informal and accidental sessions do not have legal status. More often than not the superintendent is not present at the chance gatherings of board members and could easily be surprised to learn that school business has been transacted without his knowledge. Such activity on the part of the boards in small communities presents many embarassing moments in school administration and hinders the establishment of the kind of rapport between boards and superintendents that is so essential.

Some states still require boards of education to visit the schools at least once a year to investigate methods of teaching and render supervision. This is no longer the job of the board of education. It is the function of the school administrator. One of the main tasks of the board of education is to employ a competent school executive. The board joins with him in developing policies based on community needs and interests. By studying and evaluating the reports of the superintendent on the implementation of the policies, the board gains insight into the progress of the school.

Smallness can be an asset in improving superintendent-school board relations. The many opportunities to meet in social groups make it easier for each to know the other better. But written policies are as necessary in a small school as in a larger one. They can minimize misunderstanding in school affairs.

Relations Between the Superintendent and Principal

There is a tendency in some small school systems to establish the position of principal in addition to superintendent. Problems of relationships and functions immediately arise. It is not hard to get small school administrators to talk about the difficulties in getting boards of education to delegate to the superintendent authority commensurate with responsibility. By their own actions, however, some small school superintendents violate the same principles for which they criticize boards of education. Often the position of principal in the small school system is ill-defined. The principal may lack the authority and prestige necessary to be recognized as an effective administrator. His status is more like that of an office clerk or disciplinarian. He is principal in name only when the superintendent performs the functions which should be performed by the principal. The superintendent of a small school can inhibit the professional growth and development of the building principal by interfering with fundamental principal-teacher relations.

If the school enrollment is too small to justify a second administrative position, there should be none rather than one that exists in name only. In some states the general practice is to place all administrative responsibility in a single position. In such instances, there is no such position as building principal. This single person holds the responsibilities of the superintendent for the entire district and the responsibilities of the principal of the building. It is felt that the size of system justifies the unified position.

The duties of all administrative officers in the school system should be clearly defined. This should be done in terms of board policies so that everyone in the school system clearly understands who is responsible for what. If there is need for a building principal in addition to the superintendent, then delegation of authority from the superintendent is a must. Delegation of responsibility without commensurate authority is, of course, meaningless.

There Are Other Problems

Other trouble spots could be mentioned. The adequate provision of library and instructional materials, school lunch programs, and many others are definite realities. Recent yearbooks of the Department of Rural Education attacked the problems in such areas as pupil transportation, teaching in the small community, and supervision in rural areas. The many and diverse activities in a small school system are bound to create trouble spots.

The attitude assumed by the administrator is most important. He can't afford to be licked by problems before he starts looking for solutions. His job is one of continuously dealing with problems, all of which are important, but not equally so. The intelligent administrator attacks those of major concern. He is able to exercise the patience and vision necessary in their solution. He keeps sight of goals and refuses to be sidetracked by those which are small and insignificant.

In Retrospect:

...... The major trouble spots in small school administration are concerned with inadequate district organization, providing a comprehensive program of education, procuring and retaining high quality teaching personnel, and administrative relationships.

...... The characteristics of satisfactorily organized local school districts should be common knowledge to all small school administrators.

...... Small school administrators who provide leadership to promote improved school district organization are recognized as men of considerable professional stature. Those who impede reorganization to perpetuate unnecessary administrative posts are guilty of conduct unbecoming a professional person.

...... Satisfactory district organization is a most necessary adjunct of the improvement of educational opportunities in small schools.

...... There is evidence to show that reorganized districts tend to enrich elementary and secondary education programs.

...... The development of methods and techniques which adapt themselves to small groups and the full development of the potential services of the intermediate unit can help insure a comprehensive educational program in small schools.

...... The teacher in a small school system must be versatile.

...... Figures on 1956 births and enrollments foretell great difficulty for small school administrators in their quest for competent teaching personnel.

...... The entire resources of the community must be marshalled to meet the challenge of the teacher shortage in small communities.

...... The relationships between the various members of the administrative team should be spelled out in written policy statements. This can help to minimize misunderstandings of who does what in the operation of the school.

...... The attitude of the administrator is most important in attacking the problems confronting small schools.

CHAPTER 6

Where Can I Go for Help?

ANDY FLOYD was the new superintendent of the Wells Community School District. He had been on the job for one week. Moving his family to Wells from the Middlewest was now behind him. Already the second week of August and he needed to give all his attention to getting ready for the opening of the new school year. After the board meeting last night he began to wonder whether leaving the superintendency and state he knew so well was wise after all.

The problems that lay before him in this new position were formidable indeed. Of the total faculty of ten teachers, two vacancies existed and little effort had been made to fill them. The school building had not been given the kind of summer renovation to which he had been accustomed. Desks in the classroom looked as they did when school was let out last spring. To complicate the difficulty, the board made it plain that nothing was budgeted for improving the appearance of the building. Ordering textbooks, school supplies, and a host of other details were neglected during the few months when the district was without a superintendent.

A car pulled to a stop in front of his home. The driver, a middle aged man, waved a hand and smiled broadly as he stepped from the car.

"I am just on my way back to Rand. How are things coming along?" inquired the county superintendent.

"I hardly know what to say or where to start, Dr. Brown. I can't help but feel frustrated. I still need two teachers and frankly don't know where to start looking. How can we attract teachers? There is no housing out here. Teachers must live in Rand and drive the 15

Leo B. Hart, District Superintendent of Schools, Pondham Union Elementary School, Pond, California, prepared the original draft of Chapter 6.

miles each day. Teachers are scarce, and those available prefer the city and larger schools."

"We'll help you find teachers. The placement secretary on the county staff is always happy to help in such cases. Come in tomorrow and meet my staff. It will give you an idea of the various kinds of services we are able to provide for the local school districts in the county."

Is Seeking Aid a Sign of Weakness?

A framework for providing an answer to this question can be found in the well chosen words which open the Foreword of a previous yearbook of the Department of Rural Education:

"Wherever rural people have been confronted with tasks which could not be accomplished by individuals acting independently, they have devised ways of uniting their efforts. The spirit of sharing and neighborliness contributed to the establishment of our early schools. More recently it has helped to bring about improved educational opportunities for rural communities through the reorganization of school districts."[1]

A farmer with a big crop to harvest has a job too big for one man. It has long been traditional for rural neighbors to help each other. There is no thought of weakness, for the very magnitude of the task dictates the need for aid.

Small school administrators need not be reminded of the complexity of modern education. If the point of reference is the child and his educational program, there can be no question of the advisability of seeking aid, wherever available, to enrich educational experiences. The individual personality of the administrator can complicate the situation. The more insecure his personality, the more likely he is to balk at inviting outside help to tackle the persistent instructional or strictly administrative problems. There often is a show of being rugged individualists to hide insecurity. There seems to be an underlying fear that consultants may pounce on blind spots and exploit them to the detriment of the administrator. Reputable consultants seek to make positive contributions and don't relish negative attacks on individuals.

To seek aid in developing improved educational programs is a sign of confidence in one's abilities as well as an indication of an awareness to the realization of the purposes of education in small schools. Knowing where to go for what is the first step. In your own back yard may be "acres of diamonds." Organizing local resources into administrative councils, teacher advisory councils, or lay advisory committees frequently permits free flow of worthwhile ideas from such groups. A local PTA can be a most valuable asset to the administrator.

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[1] Dawson, Howard A. "Foreword." *The Community School and the Intermediate Unit.* Yearbook 1954. Department of Rural Education, Washington, D. C.: the Department, National Education Association, 1954. p. 3.

Outside of every school district is a veritable storehouse of help. Some agencies are geared specifically to aid small school districts that are not educationally self-sufficient. This is becoming increasingly true of the intermediate unit of administration which is developing more and more as a service unit for local districts. The modern state department of education is expanding its personnel to help local districts improve educational programs. Colleges and universities have a long tradition of providing consultant services to local districts. State and national professional organizations have more specialized services available to professional personnel of school districts.

The job of administration in the small community school has all of the aspects and all the characteristics of administration in larger school systems. Within the school system the administrator can easily become frustrated by the absence of assistance, the seeming lack of resources, the scarcity of tools to work with, and even the feeling that there is no one who really understands his job or his problems with whom he can talk. When any administrator finds himself "hemmed in" in this fashion, even perhaps in small degree, one of his first concerns should be that of taking soundings as to where certain kinds of help are available to him—often only for the asking. The purpose of this chapter is to briefly discuss a few of the sources of help which are available for nearly every administrator.

A Visit to the County Office

Let's pick up the story of Andy Floyd. As the new superintendent at Wells, he had discovered that he had what he considered real problems. And he was now in a state strange to him. He had to make new contacts and discover all over again how a school superintendent in this state gets things accomplished. The county superintendent had not seemed the least bit disturbed when he was told about the teacher vacancies. He merely had invited him up to the county office with an offer to help. He was pleasant enough, not the least bit officious, and certainly there was no harm in exploring this possibility.

So the next morning found Andy at the county court house. He was greeted cordially by a receptionist who directed him to the superintendent's office. Superintendent Brown rose to welcome him.

"How're you, Mr. Floyd? Good to see you once again. Let's go out and meet the staff. It's never too soon to get to know your way around here."

They entered a glassed-in cubicle in the outer office.

"This is Mr. Johns, the head of our business office," said County Superintendent Brown. "Anything new in your department today, R. J.? Anything exciting?"

The young man smiled. "Just a routine day, Boss. We're busy right now getting the teachers' registers, cafeteria books, transportation books, report cards, district warrants, transfer of attendance sheets, contract forms and the like out to the districts. The girls are posting the last of the July warrants and mailing them to the districts today. The Board from West End is coming in sometime today. They want us to help them prepare a request for a change of boundaries."

"Change of boundaries? What are they after, a part of Bell District's oil?"

"Yes sir. That's exactly what they want. They have six hundred youngsters out there and a very low assessed valuation. Bell District has nearly a million dollars per child in assessed valuation. That doesn't seem right to West End, and I must say they do seem to have a good case."

"I wish it were that simple. We can help them plan their request and conduct the election. The rest is up to the voters. Guess it will take a little salesmanship to put it over. Any time you ask one district to give you some of their wealth, you are bound to be in for an argument. How about that Whitefield Union, R. J.? Have you been out to see the boards of the three districts yet?"

"Yes sir, I have, and we have had some interesting community meetings in each of these little districts. The opposition has pretty well died down. Some of the folks think that the old school is good enough. They know it's small, and they know it's hard to get good teachers and harder yet to get enough money to run a good school. There's a lot of sentiment involved and reason isn't always effective."

"But you think they are ready for the election?"

"Yes, they are ready. You see, they have come to an agreement as to the location of the new school, the size, the transportation involved, and the method of selecting representation on the new consolidated board. The advantages to the children seem to far outweigh the arguments against it. It has a very good chance of passing."

Mr. Floyd listened intently as these two men continued discussing problems that he felt might someday be his own concern.

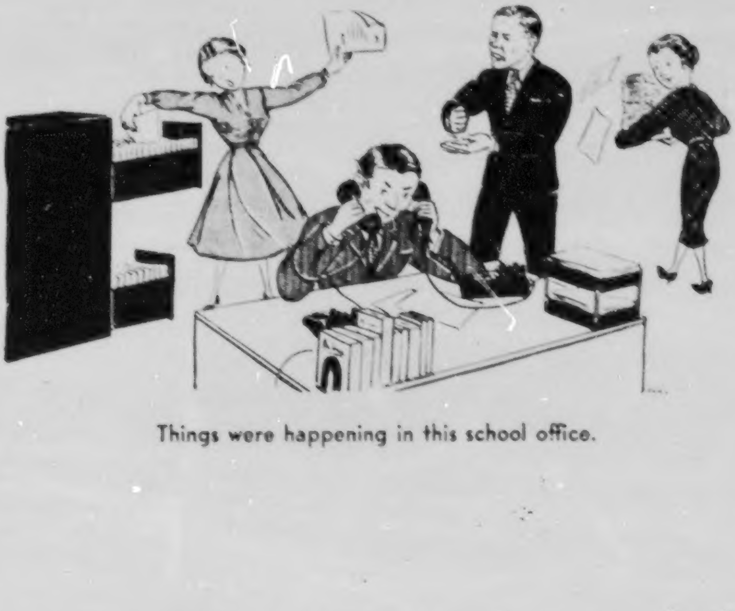
"I hope it does pass because the new school would offer so much more. No sense to organizing larger units just for the sake of size. If the new school won't give a better and richer educational program than the children had in the small school, then I'd say stay with the small local school."

"Well, Boss, that's about the way the folks out there feel, too. If the election carries, the folks will see to it that the new board will provide the services they want."

"That's fine, R. J. Will you have time to help Mr. Floyd with his problem after while? He is going to need some aid from the County Service Fund to help out over there in his district. He has a definite and immediate emergency, I'd say."

Certainly, I think we could arrange a time, perhaps early next week, when I could visit Wells District to go over some of the specific needs.

The county superintendent took Mr. Floyd through the business office, where girls were busy at bookkeeping machines, adding machines, comptometers, typewriters, mimeographs, and duplicators.



Things were happening in this school office.

"This looks like big business," Mr. Floyd commented, as his eyes took in the activities about him.

"Yes sir, this is big business. You know we process the warrants for more than thirty-one districts. We keep books on all expenditures and receipts for each district and our administrative consultants are available to help them make their annual budget. They go out to the schools, attend the board meetings and advise them on problems concerned with finance, buildings programs, supply lists, transportation, boundary changes, consolidations, insurance, school board policy and almost anything you can think of along the lines of administration. We have had the best kind of cooperation from our administrators and our boards. The county-wide dinner meetings help put across the program. We have members from every board at these meetings and discuss such topics as salary schedules, tax rates, curriculum offerings, buildings, transportation, personnel. Aside from that, the fellowship is worth the effort."

"While you're here, would you sign these, please?" A young lady was addressing Superintendent Brown.

"Just a few requisitions for text books that came in from two of the districts today. You'll want to get acquainted with our cooperative purchasing program. This is strictly a voluntary set-up, just as most of our services are; but for some things that need to be purchased every district in the county is involved. We merely act as the purchasing agent. For text books, library books, school furniture, paper products of all kinds, and just about anything else you can imagine, we pool our orders and buy in one big lot. Some of the things we are able to buy by the car-load. You'd be surprised how much money the districts can save through quantity purchasing. It gives them a chance to put a little more into teacher salaries and inservice programs. We have some very interesting figures on what we were able to save on the twelve school buses we bought last spring. I think some of the district boards appreciate this service more than any other thing we do.

"But let's go in here and meet the rest of the gang," and the superintendent led him down a narrow hall connecting the two clusters of offices.

"Wait! What's this?" Mr. Floyd's exclamation came as he saw a young lady in a small alcove at a machine that from all appearances was new to him.

"Oh, that's part of our testing department. Miss Gray, this is Mr. Floyd, new superintendent of Wells District." The two acknowledged the introduction. "Tell him about your testing program, Miss Gray."

"It's nice of you to visit us, Mr. Floyd. Dr. Poor is in charge of our testing and guidance department. We furnish standardized tests to all of our schools. When asked, we help plan the school's testing program. Dr. Poor goes to the schools on call and gives individual tests to special cases. He and Dr. Moore work together in the field of counselling. Dr. Moore has organized the field clinic for the study of maladjusted children in both the elementary and the high schools. He utilizes the services of the doctors, nurses, parents, school personnel, probation officers, attendance supervisors and anyone he finds that has a contribution to make in these case studies.

"My job is to operate this machine which tallies the score, indicates the achievement ratings—the I. Q., E. Q., grade placement, etc. This service saves teachers a lot of time which they used to spend scoring tests and computing placements. It's much faster than hand scoring. The test provides guidance, placement, and other data for principals and teachers. In most of the smaller schools like Wells, our consultants go directly to the schools and help the teachers interpret and plan how best to utilize test results."

"That should be quite a help in planning our work out at Wells. We'll certainly take advantage of your services, Miss Gray. Maybe I can meet Dr. Poor before I leave."

Superintendent Brown was moving on now, stopping to talk with an athletic looking young man who had just emerged from his office.

"You're wanted on the phone, Dr. Brown."

"Thanks, Jim, I'll take it here. I want you to meet Mr. Floyd, the new superintendent at Wells. You two talk while I take this call."

The two had exchanged greetings and were well into the topic of audio-visual aids when Mr. Brown returned.

"That was Lake calling in for some sight-saving material. They are a small rural district out in the Northwest part of the county. Have a few migrant families coming in there now. One family has a daughter who is almost blind. We have some sight-saving materials for loan to small schools for just such cases. Mrs. Nichols, our special education consultant, helps in any way she can. It's a shame we can't do more. Through our county-wide sight and hearing check-up we find many cases that need immediate attention. Our PTA groups buy dozens of pairs of glasses every year. Most parents appreciate this service and take their children to family doctors and specialists as soon as they are advised of their difficulties. It's surprising how many children's handicaps escape the attention of parents until discovered in the schools."

"Jim, will you show Mr. Floyd through the audio-visual department and tell him a little about your program?"

They entered a bungalow that had been converted into an audio-visual center. The sign over the entrance read: "Instructional Materials Library." Inside, they wound their way through room after room, acknowledging friendly greetings and glances.

"This place is a little cluttered right now," Jim apologized. "We have new materials coming in and orders are being filled for the first week of school. There are hundreds of films, film strips, slides and flats, but we need a lot more. We have film and slide projectors, and we also have portable generators for the mountain schools which do not have electricity. Each teacher is provided with a catalogue of all materials. This catalogue is kept up to date by loose leaf supplemental lists provided each semester. Distribution and supervision in this field are our two big problems now, but we will whip them in time.

"Free repair service of audio-visual equipment is available to all districts. Projectors, phonographs, microphones, caliphones, and loud speaker systems are all repaired merely for the cost of new parts. This service, we feel, is essential to the full and satisfactory use of the materials we circulate. Each district pays for this service on a graduated scale according to the size of the school.

"Mrs. Enn and her helpers over there," he pointed to an attractive gray-haired lady and three young people, "check and repair all films as they come back from the schools and package and ship orders as they come to us. It's a busy department and one that is growing rapidly. The county superintendent's office pays the rent on the building, buys all office and transportation equipment and pays all salaries of the employees of the department. The contributions from the districts pay for all equipment and materials. By sharing the costs this way the districts are getting pretty good service at a minimum cost."

Jim looked at his watch, "I think," he said, "we'd better get back to the office or the boss will think we have forgotten him."

Dr. Brown was on the phone as they entered the office. He looked up, smiled, and motioned them to chairs. He finished his call and joined them.

"Well, he let you off easy, Mr. Floyd. Jim is no easy man to get away from when he gets started on that pet project of his."

"He certainly has something to be proud of, I'd say. I have never seen a visual-aids program like the one you have here."

"Well, we all take some pride in what we have been able to accomplish in the few years since we started this program."

"Now, I would like to have you meet some of our supervisory staff."

They entered one of the offices. Fred Zane, a short, square-shouldered man rose to greet them. Dr. Brown greeted him and introduced the two men.

"How about a brief run-down on your set-up, Fred?"

"I've been hearing about you, Mr. Floyd. The boss has brought us word of your problems and has told us of the fine work you did back in the Middlewest. We are sure glad to welcome you to the county, and you can be sure we'll work with you in any way we can.

"Now, if you will just have a chair, I'll brief you on the consultant services. As you may have noticed, there are several on our staff. We have general consultants who each serve a specific group of schools. There will be one assigned to your area. She will visit your school on schedule, once every two weeks. She'll plan her visits with you and will work under your direction in your school. She can assist individual teachers, meet faculty groups, and arrange for any of the special consultants to come to your school. If you find that you or your teachers would like to organize a workshop or series of workshops, she will help you plan them and set them up if you like. If you want a psychologist, attendance coordinator, special services coordinator, health and physical education coordinator, a consultant in art, music, science, mathematics, reading, kindergarten, agriculture or any of the other specialists we have on our staff, she will arrange for their services. She will actually be in a position to serve as your direct link with the county office.

"Now, we also have a professional library stocked with fine material for the administrators and teachers. You are free to use it as you wish. We have a placement service, too, that you will find most helpful. If you list your vacancies when they occur, we will inform you of available candidates. Credentials of prospective teachers are on file here for your convenience. Interviews can be arranged here or at your school. We know our schools well and can help a great deal in guiding applicants to communities where we feel certain they will be able to do their best work."

"This has been most interesting, Fred. We'd like to stay and chat longer, but I want Mr. Floyd to meet some of the other folks. We'll see you later.

"Over here are the speech correction people." Dr. Brown was again leading him across the lounge.

"Good morning, Miss Finney!"

"Good morning, Dr. Brown. Won't you have a chair?"

"No thanks, just dropped in to introduce Mr. Floyd here from the Wells School. They have contracted for the speech service out there and thought he'd like to meet whoever has that area."

"Well sir, that's fine. It just so happens that I'll have those schools this year, and I'll be happy to talk with him about the work. You see, there are several of us in this department. We work under contracts with local districts. The county office employs us and the areas served are planned here to minimize the travel time from school to school. We usually spend a half day each week in each of the schools. Some schools hire us for two or three half days a week, depending on the need. At the school we work under the direction of the principal. Dr. Wedville of the State Department of Education is helping plan our program. He also holds classes for teachers from all over the county. You and your teachers will certainly be welcome. The program is now a must in almost every district. Interestingly enough, our small schools were the pioneers in this idea of shared services, and speech correction was one of the first. The need is surprising indeed. I'll be looking forward to working with you."

"We'll be happy to have you with us, Miss Finney, and thanks for taking time to tell me about the work. These shared services are new to me, but the idea sounds fine."

"I think, Mr. Floyd, we'll just say 'hello' to the rest of these people and not stop to chat as you have a lot to do today."

And so they went from office to office, meeting consultants, co-ordinators, psychologists, special services people, secretaries, book-keepers, and clerks.

"I think I'd like to visit the library if you don't mind," said Mr. Floyd.

"Sure thing, it's just across the street."

Together they entered the librarian's office. "Miss Wilbur, I'd like you to meet Mr. Floyd, superintendent of the Wells School. Have you a few minutes to talk to him?"

"That I have, sit right down, sir. We wish we could have a visit from every principal in the county."

"If you don't mind, I'll leave you here and hike back to the office. I'm expecting a visit from Dr. Bowser of the Public Health Department. We have to iron out problems related to giving inoculations in the schools. The weekly visit of the Public Health Nurses to our small schools is a fine service. They help us give treatment to crippled children and help in placing handicapped children in special classes and, in some cases, into state schools. So you see, I can't miss this appointment. Come back to the office when you're through here, Mr. Floyd."

Miss Wilbur explained the county library's part in the school program. She told him how each school pays a fee to the library for the services of the school department. "The county library provides supplementary and professional books approved by the County Board of Education for use in the schools. A mobile unit visits all of the schools about four times a year with samples of books available. The teachers in the small isolated schools really appreciate this service. We take orders and deliver the books to the schools and pick them up when the teacher is through with them."

"I like this arrangement. I have read of similar plans in other states. In some states the county superintendent furnishes this service and in others a central service organization has been set up within the framework of the schools to provide these and other services—like your shared services. You have been most kind, Miss Wilbur, and I surely thank you."

"Come back and see us again anytime."

Mr. Floyd felt that he had never before been so much a part of a team. Everyone seemed to be interested in his problems and anxious to help. It was a good feeling. His previous experience had not prepared him for what he had found, and his enthusiasm showed as he re-entered the county superintendent's office.

"Mr. Brown, can I bother you once more? I wonder if someone here can help me find out about these new teachers I need?"

"Sure, we can. Sit right down. I'll buzz Mrs. Gilmore. She's in charge of the credentials and placement office. She helps teachers find jobs and helps administrators find teachers. Fitting the person to the job is an important aspect of her services. She knows the schools and the kind of people who will be most likely to succeed in each of them. We like to help both parties, teacher and district. Most of the districts have found that this service saves a lot of time and effort.

"Mrs. Gilmore, this is Mr. Floyd. Have you had time to arrange some interviews for him?"

"Yes, I have, Dr. Brown, and there are two teachers waiting to see him in my office right now."

Turning to Mr. Floyd, she continued. "I'd like to make a suggestion about these candidates before you interview them. Miss Breen is new to the county. She has had three years of experience in small rural schools in Wyoming. She has good recommendations and, as you will see, she has a nice personality. Her papers look good. She likes rural schools and would probably be happy at Wells. Mrs. Blake has about fifteen years experience in both rural and urban schools. She was unhappy in her last school. The principal says she is a good classroom teacher, but that she prefers to work alone.

"There is also a young man living in your community who has papers on file here. He works for his father on their ranch. He has never taught. His father is very active in local politics and in the past has been inclined to stir up trouble. I don't know this young man personally, but you might wish to inquire around about him. If you like, I will give you his papers.

"That's about the list, Mr. Floyd. After you talk to them, let me know if you want me to line up any others for you. Good picking!"

"Thank you, Mrs. Gilmore. It was good of you to do all of this for me. That's a real service to a fellow in my position, and I do appreciate it."

"That's just part of my job here, and you're certainly welcome to call on us. The credentials are all in order for these people, and they have been advised as to the requirements and procedures for renewals."

Mr. Floyd dropped back by the office to thank the superintendent for his courtesies and found him and the business consultant in conference.

"We were just talking about you, and R. J. is planning to drive over to your school the first of the week to go over your budget with you and check your building maintenance needs. After the preliminaries, we'll do what we can to help you."

"That's fine, sir. We will look forward to his visit. Thanks a lot."

The Intermediate Unit—A Source of Help

The intermediate unit is one of the most promising sources of help for every small school system. Admittedly, the services Andy Floyd found in his visit to the county intermediate office is not what most small school administrators would find by a comparable visit. But neither is Andy's visit entirely romance. Programs of shared services such as described do exist. And more are being developed. The point that should be recognized is that *the potential for shared services exists in every state.* And there is no state that is without need for cooperative effort.

The intermediate administrative unit, the office of the county superintendent of schools in most states, is an old office. In some states it was established by the state's original constitution. It began as an arm of the state to provide general administrative supervision for the school districts in the county or comparable area served. It began at a time when most school districts did not have, or even see any need for, a professional administrator of their own. (And indeed these intermediate superintendents were seldom professional administrators as conceived today.) The establishment of intermediate units preceded the general availability of secondary education programs, and even today in some states these offices concern themselves only with "rural elementary education." They preceded the great social and economic changes that have taken place in this country. They preceded school district reorganization, the transportation of pupils, and virtually every aspect of what is now included in a modern educational program. In many instances they gave leadership that helped educational innovations to be adopted; in many others they resisted what has or will prove to be inevitable.

The formal structure of intermediate units, the constitutional and legislative prescriptions, have made it most difficult to change and adapt as conditions have changed. In many states the office is still a political one, the superintendent need not have any professional administrative preparation or competence, and the absence of financial support for salaries or assistance is such as to virtually guarantee ineffectiveness. The intermediate unit as it now exists in many places is obsolete. *But not unnecessary.* What is needed is a new model to replace that now so out-of-date.

A further complication to intermediate unit effectiveness (or lack of it) is that until the past decade it was given very little attention. The great efforts which were put into the reorganization of local districts paid virtually no attention to the existing intermediate unit, except as intermediate leadership could assist in its accomplishment. As reorganization has been accomplished, the "functions" and "duties" of the intermediate office became even more obsolete. In a few instances the office has been abolished. In a few others it hangs on making little real contribution. But in others there has developed a new vision of service to districts and sufficient leadership to make such services a reality. Andy Floyd was fortunate to find such a situation in his county.

Enough is now known about the reorganization of local districts and the reorganization of intermediate units—how they should be structured, financed and staffed—that it is possible to conclude that *every school district, regardless of its size or location, can have access to a comprehensive program of educational opportunities.* This possibility is relatively new. It is as yet far from a reality. But it *will* come. And its coming can be hastened substantially as all school administrators, both in large and small school systems, discover the potential of shared service programs and work with other groups interested in establishing sound intermediate units capable of meeting today's needs. Even as now constituted, the intermediate unit can be a source of substantial help for most small school administrators. In most states it is certainly a first place to look for counsel and assistance.

The State Education Department

Education is a function of each state, and the state education department has more than a casual interest in the successful and effective operation of all the schools. It is the responsible agency of the state government. It is far more than a place to file annual reports.

At one time in the development of state education departments, an attempt was made to supervise instruction in local schools through some kind of "state supervisor." It was believed that an annual half-day visit in each small school could reveal the strengths and weaknesses of the staff and the school. Fortunately most state departments have become aware that hurried "supervision" or "inspection" of each local school accomplishes little other than the dissipation of state department staff strength.

The modern state department of education depends more upon leadership and consultative service than upon inspection. Horace Mann tried to make the Massachusetts State Department of Education a service agency more than 100 years ago. State services change slowly, but in recent years in many of our states some of the best, most easily available, and most used professional assistance for administrators has been found in state education departments. This teamwork of state consultants and local district and intermediate unit administrators has replaced the stereotyped inspector of the state agency.

Many state departments have organized departments through which consultative services are available for school building planning, curriculum development at both elementary and secondary levels, budgeting and finance, school district reorganization, transportation, and many other areas of special concern to every administrator. There are more professional personnel employed in state education departments at the present time than at any time in their history. So, too, is their level of competence to provide genuine assistance higher than ever before. These resources are on call to all. They are available to every small school administrator. He should be aware of the resources that are available and how they can be obtained. Modern state education departments have become primarily service agencies for schools.

And Then There Are Other Sources

There are many people and groups in every state and in nearly every community, large or small, interested in good schools and good education. Each has something to contribute if the way is made easy and if it is generally known that contributions are welcomed. Where the school has encouraged the constructive efforts of its PTA, mothers club, parent study group, library association, and others which may be organized in any given community, administrators have found substantial assistance available. Most small communities have access to other agencies—the county agricultural or home demonstration agent, the public health service, the law enforcement agency of either the locality or county, the local clergy, and many others. There are few small communities which do not have of their own, or have access to, a variety of specialized professional or semi-professional personnel. Not all will know how they can best contribute. They can be helped. But even preceding this must be a realization on the part of the administrator that these people have resources and interests which are completely in harmony with the objectives of the school.

Outside of most local areas are other resources, and some of these have a special interest in the educational programs and administration of small schools. The role of colleges and universities, both public and private, is illustrative. Their contribution to education does not stop with the graduation of the professionally prepared teacher or administrator. The professorial staffs of colleges and universities have a long tradition of giving consultative help and services to schools and administrators. The types of specialized help available through bureaus of research and field services are numerous indeed. Every small community school administrator would probably do well to know what is available and what needs to be done to use it to advantage.

Still another source of assistance that perhaps few realize is as near at hand as a letter or card is the professional association. State and national professional organizations exist to serve members of the profession. Many state education associations have research staffs who can supply teachers and administrators with pertinent information on many topics. The National Education Association through its Research Division or through its many specialized interests departments is a ready source of information and help. Need some data, a bibliography, some suggestions on how to do something that puzzles you, a source of help? Want to know if anyone has had some successful experience with a certain type of project? Have a question on finance, district reorganization, transportation, instruction, supervision, audio-visual equipment, salary schedules, leave policies, science equipment, public relations, or something else? Ever try a letter to the NEA? Professional associations are entirely service organizations and are a source of help often overlooked by small school administrators.

To Have Eyes and To See

As it was said long ago, it is possible to have eyes, yet see not. This peculiar kind of phobia can impede the progress of the school in the small community and the administrator. If the "blindness" is traceable to lack of information about where one can go for help, it can quickly be overcome. Resources and potential resources are everywhere. And seeking help is a sign of strength.

In Retrospect:

...... Small schools usually lack the pupil enrollments to be educationally self-sufficient. They must have help to insure a modern program of education.

...... The strong and the secure school administrators recognize their need for help in the improvement of education and actively seek it.

...... The intermediate administrative unit is fast developing into an agency specifically designed to serve local districts. The educational programs of small schools have the most to gain; and administrators can help speed the development.

...... The modern state education department has replaced the inspector with the consultant who can help in many ways.

...... Local resources for attacking educational problems should not be overlooked.

...... And don't forget the more specialized services of colleges and universities and those of our state and national professional organizations.

CHAPTER 7

The Challenge in Small Community Schools

The typical school administrator in the United States works in a small twelve-grade school district. He can be distinguished from most superintendents in larger school districts by his direct involvement in all phases of administration. Central office staff members—directors, coordinators, or consultants—are seldom found in small school situations. The small school administrator must perform the functions assigned to assistants as well as those executed by the superintendent of a large system. In many instances he is the building principal as well as school district superintendent. He is not once or twice removed from where policies are put into effect. School problems reach his desk with little delay. The news of trouble in the system hits him almost the moment it occurs. His closeness to all that goes on within the school system puts him right on the firing line every day.

Standing close to it all can be a tremendous advantage. The organizational framework needed for efficient administration can be simpler under such conditions. Formal advisory committees, steering committees, administrative councils, and the like are parts of machinery necessary in large school situations. They can be replaced in small schools by the informality of frequent contacts and ease of reaching any staff member by a short walk down the corridor. The many face-to-face contacts make communication a relatively simple matter.

Informality is part and parcel of the way of life in small communities. Things get accomplished in small communities without elaborate ceremony or complicated machinery. The school located in the small com-

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munity can utilize this approach to good advantage. But this is not to imply that no formal structuring is necessary in the administration of the small community schools. There is no single pattern, however, which can be applied to all school systems. It is neither possible nor desirable to duplicate in small community school districts the administrative organization of the large district. *The structure developed should be based on the purposes to be achieved.* Due weight must be given to the resources available and the social setting of the administrative function. Informality can be carried to the extreme where lack of a systematic approach will result in disorganized effort and uncoordinated attacks on school problems.

"Administrivia"

Direct participation can degenerate to the point where the superintendent stands beside the janitor ready to hand him tools as the radiator is being repaired. There is a danger of applying a too literal translation to the old adage which states that "if you want a job done right, you'd better do it yourself." Trying to do every little thing could mean neglecting the big or important things.

A certain amount of detail work is required in every position. One of the occupational hazards in administration, however, is getting lost in the welter of administrative detail. The word "administrivia" was coined to describe the trivial details which can consume so much of the administrator's time. Leadership responsibilities suffer from neglect when people get entangled in the web of administrivia. This does not mean that details are unimportant and should be neglected. They are important and demand attention. The point of it all is that administrators should not let "de-tail" wag "de dog."

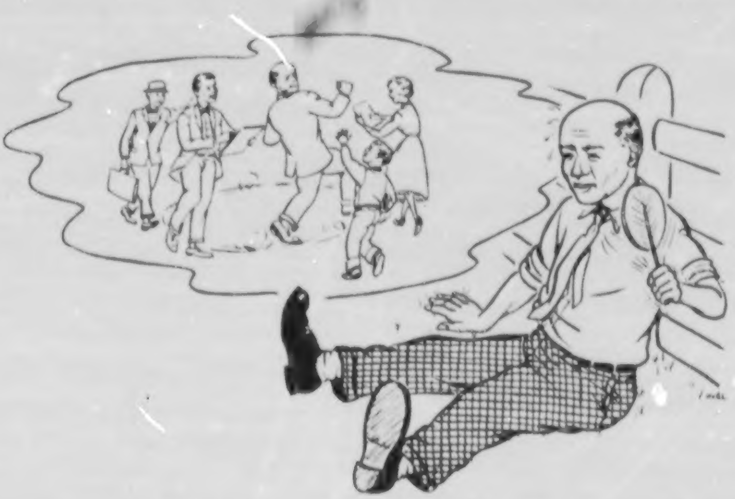
Is there a way out of the dilemma? There is a need for organization to reduce detail work to a most efficient routine. Delegation of authority to teachers and non-certificated workers is necessary if the details encountered in everyday administration are to be executed properly. The ease of communication makes it possible for the small school administrator to delegate the authority necessary to accomplish the details while at the same time keeping an accurate "feel" of the school system. Part of the problem of becoming a leader is realizing the need for delegation of authority and doing so without losing the "pulse." Actually this is more a test of the skill of an administrator than a dilemma.

Keeping in Touch

There is enough for the executive officer of the small community school district to do to keep him busy all day long and into the night. Knowing so many people so well invites involvement in most community functions as well as in school activities. As a result, some small school administrators are hesitant about taking time off from school to attend state, regional, or national conferences for administrators. To make matters worse, it's often difficult to convince some school boards in small communities of the importance of allocating money to defray the expenses of the school administrator while attending professional meetings.

Tending to the many chores at home is worthy of commendation. But to isolate oneself from the opportunities for professional growth is going too far. It was previously pointed out that it wasn't too hard for a small school administrator to get caught on a merry-go-round. It is then that activity begins to seem to justify itself. Means get confused with ends.

Is there a way to get off the treadmill that could lead to oblivion? When you got caught going so fast but getting nowhere, backing away to survey the situation was suggested. Reviewing the purposes of edu-



Backing off to appraise what you actually do is often necessary.

cation was also recommended. Attendance at professional conferences, joining professional organizations, and keeping up with professional writings can be added to the list. They are of value because they provide opportunities for an exchange of experiences. There is more of a chance to become acquainted with better practices. In short, they help a school administrator keep in touch with what's happening in his professional world.

A Review of Some Basic Challenges

One man's frustrations are another's challenges. There is a lifetime of challenges for the administrator of a small community school district. But he needs professional preparation to make him competent in the technical phases of administration as well as an understanding of what is involved in the leadership process and what is needed to meet the responsibilities that lie ahead.

Many troubles in small school situations take their rise in inadequate district organization. The need for satisfactorily organized local school districts should be apparent to all small school administrators. Each must also be prepared to provide the leadership necessary to promote desirable district changes. Some administrators have in the past had limited vision of educational needs and have impeded reorganization in an effort to perpetuate an unnecessary administrative post. Such actions are hardly professional. On the other hand, our nation owes a debt of gratitude to the many small school administrators who have virtually worked themselves out of an administrative position to promote better education for rural youth and children. These people of professional stature have placed educational improvement in the forefront.

There is a direct relationship between improved educational programs and school district reorganization. There is evidence to indicate that most of the recently reorganized school districts have to some degree enriched their elementary school program and expanded course offerings in the secondary school curriculum. The potential for improved educational opportunities within most of these reorganized districts is probably far greater still than what has as yet been achieved. The development of the intermediate unit as a service agency to local districts is one of the most promising developments for the small community in quest of a comprehensive educational program. As the possibilities of intermediate unit services are understood and service programs are developed and improved, the handicaps of smallness can be overcome and a comprehensive educational program achieved in nearly every small community school district.

The teacher shortage will remain for some time as one of the more persistent problems. It is felt more keenly in small school districts than in larger ones. Small schools need versatile teachers who are prepared and willing to teach in more than one subject area and don't object to extra curricular responsibilities. Such versatile teachers are hard enough to find when the supply is plentiful. Attracting teachers to the small community is one side of the problem; retaining those already there is another. Communities which take an active interest in the recruitment and retention of teachers provide a ray of hope in this period of a serious shortage of teachers.

Administrative relationships in small school districts are improving but remain a thorny problem nevertheless. In small communities there is somewhat more of a tendency for school boards to usurp the functions of superintendents, superintendents to assume the duties of the building principals, and principals, in turn, to interfere with the coaching of athletic teams. This chain reaction may stop at various points in different systems. Good school administration is as necessary in small schools as in larger ones, but efficient administration is difficult to achieve when those who lack professional competence concern themselves with administrative activity which requires the touch of a professional person. Teamwork in school administration can be furthered through the development of written policies. The contributions and functions of all members on the administrative team can be spelled out to minimize misunderstanding. A word of caution to the small school administrator is in order. Attack the problems of ill-defined relationships between boards and superintendents and also superintendents and principals. *Make the problem rather than persons the issue.*

There Is Help Available

There are more trouble spots in small school administration than those just mentioned. But there is also aid nearby to resolve problems. It was declared that democratic school administration was not just something fashionable but a way to tap the creativeness of staff members. More efficient operation is possible through democratic administration and the more effective utilization of resources—particularly human resources. People are a part of administration. Understanding the motives that drive people will yield dividends. But understand that when people are confronted with a problem they act as human beings and not as abstract minds.

Seeking the services of agencies from without the school district is an indication of personal strength. The more insecure a personality the less likely he is to invite an examination of the school system. Most small community school districts are not educationally self-sufficient even though the district structure may be justified. There is a need for the intermediate unit to supply vital educational services in small school districts. The intermediate unit of administration can be one of the important agencies to enable children attending schools in small communities to gain the many advantages of living in such areas without suffering a loss in the quality of educational opportunities available. The small school administrator should actively seek the important services of the intermediate unit rather than avoid being a part of it. Modern state education departments provide a variety of consultants who can contribute to the strengthening of small school systems. Universities and colleges in most states have had a long history of aiding the improvement of educational programs in small communities. State and national professional organizations can likewise be considered resources to be tapped in solving difficulties in local districts. The small school administrator need not walk alone wondering what to do about educational problems. The help of people outside the school district is his for the asking.

Administrators Are People, Too

Thus far the emphasis has been on the school administrator as a professional person confronted with a variety of problems found in small communities. But he is also a human being. It is more than likely that he is married and has a family.

Earning a livelihood and making professional contributions is just one aspect of his total self. It isn't right for a school administrator to completely neglect his family in order to fulfill the responsibilities of his profession. It would be hypocrisy of the worst type if the superintendent were to address a civic group on how the schools benefit when parents remain close to children, but, in order to make such an address and others like it, he had almost no time to spend with his own family. The children of superintendents reach adulthood too fast. It is no compliment to a professional man if he has to wait until his children are grown and gone before he realizes that he never enjoyed them as children and had even less opportunity to guide their growth into worthwhile citizens.

No man is indestructible. The continued pressure of professional responsibilities facing school superintendents may not be noticed as readily as continued physical punishment. But the effects are as devastating. They may take longer to be recognized. Other people are not the only ones who need a brief respite or a complete vacation from the job. An absorbing hobby can work the wonders of miracle drugs. It is necessary for the school administrator to get away from it all on occasion so that he can attack persistent problems with a fresh outlook rather than a tired approach. The ever increasing toll of heart attacks among the members of the profession makes this a serious matter and not one to be taken lightly. Superintendents are not supermen who can long continue to physically abuse themselves by hurried meals, insufficient sleep, and relentless pressure. The martyr complex will get a school administrator nowhere.

The Responsibility for Providing Good Schools

The administrator plays an important role in the small community school district. But providing good schools is not his sole responsibility. Schools are agencies established and supported by people. It is tempting for a person who is so closely related to all aspects of education to talk of *my* system, *my* teachers, and *my* school. This is acceptable if it implies a personal pride in all around him. It is careless talk if it connotes ownership or sole responsibility for education.

At times, the superintendent can find himself so personally tied up with the school that every time the board of education refuses to accept a given recommendation, he considers it a personal rebuke. He becomes unduly and emotionally upset when bond elections fail. It's well to be concerned but not to the point where the ability to logically examine the problem is replaced by emotional upheaval. This is apt to lead to ulcers or cardiac trouble.

The maturity of a man is measured best by his actions when things don't go his way. There always are times when things will go wrong. Setbacks are inevitable. But they must be appraised in an objective fashion. The quality of patience is born of understanding. It takes time for some communities to fully comprehend the importance of certain improvements in education. Resigning when things are not just right, is like running away. Little is accomplished. The real test of leadership ability of a superintendent is his reactions when things go wrong rather than when all is well and good.

Keep in mind that the responsibility for providing good schools rests with the entire community. Public school education is too big and too important to be entrusted to one man alone. He must do his share as an educational leader, but the entire community must do its share as well.

Some Last Words

There will always be a need for educational services in small communities. Small schools are necessary and a need for them will continue. They exist in large numbers. This is not a worship of smallness for its own sake but a recognition of the realities of present day and future America.

There are still too many school districts which are too small. As they presently operate, a large proportion of small schools fall far short of providing a desirable level of education. They may be doing the best they can with what they have, but this is not reason enough to deprive children the educational opportunities they need and must have. The reorganization of local administrative units must continue. Any substantial improvement of educational opportunities in rural areas is dependent upon it.

As with most complex situations, there are probably no simple or easy solutions to be used in all situations. But there is, certainly, no cause for pessimism. The many assets in small communities are lost in the description of the liabilities of inefficient district organization. With adequate district organization, schools in small communities can utilize their many assets and become really good schools. With the leadership of professionally prepared school administrators they become even better schools. With maximum utilization of human and material resources from within and without the local district they can achieve a quality of education which can be the envy of every larger school system.

We close on a note of hope and challenge to the members of the administrative team in small community schools. Wherever courageous, imaginative, and thoughtful leadership has been exerted, improved educational programs have resulted.

Official Records

Department of Rural Education, NEA

THE DEPARTMENT OF RURAL EDUCATION

The current year is a significant one for the Department of Rural Education. Beginning in 1957 the Annual Meeting will be held in October of each year instead of February as has been the practice. A change has also been adopted in regard to the manner in which officers for the Department will be nominated. The establishment of a Committee on Program and Policies for Rural Education in the United States and the development of active state committees represent additional efforts designed to assist the Department in developing its program more closely in line with the desires of members and the rural education needs of individual states.

The Department of Rural Education grew out of the Department of Rural and Agricultural Education authorized by the NEA Board of Directors in 1907. In 1919 it was reorganized under its present name. Since 1936 the Department of Rural Education has had the assistance of the NEA Division of Rural Service, with the same headquarters staff serving both.

Membership: All persons working or interested in rural education are eligible for membership, provided they are members of the National Education Association.

Dues: $4 per calendar year.

Benefits: Members are eligible to attend the annual convention meetings of the Department, to vote, and to hold office. All members receive the Yearbook, the NEA *Research Bulletin* (4 issues per year), *Rural Education News*, and other publications as available.

The Department of Rural Education operates under a Constitution and Bylaws which provide for the organization of Divisions to serve special interest groups. Two divisions currently active are the Division of County and Rural Area Superintendents and the Division of Pupil Transportation.

The special committees of the Department have continued to deal with the problems of: the recruitment and preparation of rural teachers; rural life and education on the world scene; sociological impact of school district reorganization upon community organization and process. One of the special groups sponsored by the Division of County and Rural Area Superintendents is the National Commission on the Intermediate Administrative Unit.

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OFFICERS OF THE DEPARTMENT OF RURAL EDUCATION

(Terms expire in October 1957)

President—RALPH C. NORRIS, Superintendent, Polk County Schools, Des Moines, Iowa

Vice President—MARK NICHOLS, Director, Vocational Education and Agricultural Education, State Department of Public Instruction, Salt Lake City, Utah

Executive Secretary—HOWARD A. DAWSON, Director of Rural Service, NEA, Washington, D.C.

Executive Committee

President, Vice President, Presidents of Divisions, plus:

W. E. BISHOP (1961), Superintendent of Schools, Englewood, Colorado

MARY M. CONDON (1960), State Department of Public Instruction, Harrisburg, Pennsylvania

J. C. FITZGERALD (1959), Director, Audio-Visual Education, Oklahoma A and M College, Stillwater, Oklahoma

W. E. PAFFORD (1962), Director, Division of Field Services, State Department of Education, Atlanta, Georgia

L. A. ROBERTS (1960), Superintendent of Schools, Dallas County, Dallas, Texas

THOMAS E. ROBINSON (1958), President, State Teachers College, Glassboro, New Jersey

HOWARD G. SACKETT (1958), District Superintendent of Schools, Lewis County, Port Leyden, New York

MRS. JUANITA THOMPSON (1961), Director of Rural Education, Kanawha County Schools, Charleston, West Virginia

MRS. VIOLA THOMPSON (1962), Superintendent, Hennepin County Schools, Minneapolis, Minnesota

T. M. VERDIN (1959), Director of Rural Service, Division of Instructional Services, Greenville County School District, Greenville, South Carolina

R. E. HARRIS, *Retiring President*, Superintendent, Caldwell County Schools, Lockhart, Texas

DIVISION OF COUNTY AND RURAL AREA SUPERINTENDENTS

(Terms expire in October 1957)

President—BRYAN O. WILSON, Superintendent, Contra Costa County Schools, Martinez, California

First Vice President—WINSTON BROWN, Superintendent, Waukesha County Schools, Waukesha, Wisconsin

Second Vice President—R. J. LAWRENCE, Superintendent, Bullock County Schools, Union Springs, Alabama

Executive Secretary—HOWARD A. DAWSON, Director, Division of Rural Service, NEA

Executive Committee

R. STAFFORD CLARK, Superintendent, Troup County Schools, LaGrange, Georgia

HELEN J. NELSON, Superintendent, Albany County Schools, Laramie, Wyoming

J. BRYAN RITCHIE (Deceased), Supervisor, Nevada County Schools, Prescott, Arkansas

JOHN A. TORRENS, Superintendent, Lee County Schools, Dixon, Illinois

HARRY W. GROSS, *Past President*, District Superintendent of Schools, Nassau County, Mineola, New York

DIVISION OF PUPIL TRANSPORTATION

(Terms expire in February 1958)

President—W. EARL DARNELL, Director of School Transportation, Greenbrier County, Lewisburg, West Virginia

Vice President—MICHAEL J. HAGGERTY, State Supervisor, School Transportation, State Department of Education, St. Paul, Minnesota

Executive Committee

WESLEY L. CAMP, Director of Transportation, State Department of Education, Oklahoma City, Oklahoma

LESTER C. WINDER, Director of Transportation, Normandy Consolidated School District, St. Louis, Missouri

LOUIS A. YANDELL, Supervisor of Public Transportation, Fayette County Schools, Lexington, Kentucky

PUBLICATIONS OF THE DEPARTMENT OF RURAL EDUCATION

Well under way in its development as this 1957 Yearbook goes to print is the 1958 Yearbook which is tentatively titled *Vocational Education for Rural America.* Since plans for the 1958 Yearbook were first proposed the Department has had the enthusiastic support of the American Vocational Association, and a number of its affiliated groups are represented on the Yearbook Committee. Also in process of development is a joint publication with the American Association of Health, Physical Education, and Recreation dealing with Physical Education for Small High Schools. In the planning stage is a series of pamphlets which will deal with specific concerns in the field of rural education.

Members of the Department's Committee on Publications and Constructive Studies during 1957 are:

BURTON W. KREITLOW, *Chairman* (1958), Professor of Rural Education, University of Wisconsin, Madison

LULU BARNARD (1959), Superintendent, Flathead County Schools, Kalispell, Montana

CLARA E. COCKERILLE (1961), Assistant Superintendent of Schools, Armstrong County, Kittanning, Pennsylvania

GLYN MORRIS (1962), Director of Guidance, Board of Cooperative Services, Port Leyden, New York

GORDON I. SWANSON (1960), Assistant Professor, Department of Agricultural Education, University of Minnesota, St. Paul

RECENT DEPARTMENT PUBLICATIONS

The following books and pamphlets are representative of the wide range of concerns which the Department of Rural Education serves through its publications. A complete list of publications and prices can be obtained directly from the Department's headquarters office on request.

YEARBOOKS

Teaching in the Small Community. Yearbook 1956. Robert S. Fox, editor. 222 p. Cloth, $3.

Rural Education—A Forward Look. Yearbook 1955. Report of the 1954 National Conference on Rural Education. 486 p. Cloth, $3.50.

Pupil Transportation. Yearbook 1953. Robert M. Isenberg, editor. 196 p. (Out of print)

OTHER PUBLICATIONS

Education Goes to the Fair. 1957. Prepared for the NEA Centennial Commission. 17 p. 50c.

Effective Intermediate Units—A Guide for Development. 1955. By the National Commission on the Intermediate Administrative Unit. 16 p. 25c.

The Education of Migrant Children. 1954. By Shirley E. Greene. 179 p. Cloth, $3.; Paper, $2.50.

Guidance in a Rural - Industrial Community. 1954. By Amber Arthun Warburton. 275 p. Cloth, $4.; Paper, $3.

Physical Education in Small Schools. 1954 Revision. By Elsa Schneider, editor. 158 p. Paper $1.

Guide for Analyzing a Pupil Transportation Program. 1953. By Robert M. Isenberg. 19 p. 50c.

ROSTER OF MEMBERS

THE DEPARTMENT OF RURAL EDUCATION

A Department of the National Education Association of the United States

This roster includes the active membership of the Department for the calendar year 1956 and all additional members enrolled prior to February 25, 1957. It is arranged by states, and lists alphabetically for each member his name, position and location, and official Department responsibilities. Street addresses are not given except where other information is not available. Libraries and institutional members are listed under their respective states following the listing of individual members.

ALABAMA

Boockholdt, J. H., Superintendent, Chilton County Schools, Clanton

Campbell, Martin V., Superintendent, Cullman County Schools, Cullman

Carroll, Thomas W., Superintendent, Covington County Schools, Andalusia

Coleman, Hulda, Superintendent, Lowndes County Schools, Hayneville

Dalton, W. Theo, Professor of Education, Alabama Polytechnic Institute, Auburn

Dickson, J. O., Superintendent, Etowah County Schools, Gadsen

Elliott, W. W., Superintendent, Shelby County Schools, Columbiana

Elmore, H. C., Superintendent, Pickens County Schools, Carrollton

Faught, Raymond E., Superintendent, Walker County Schools, Jasper

Greer, Hugh G., Superintendent, Monroe County Schools, Monroeville

Harden, Preston G., Superintendent, Autauga County Schools, Prattville

Hatch, Robert C., Supervisor of Instruction, State Department of Education, Montgomery

Hicks, Delbert, Superintendent, Jackson County Schools, Scottsboro

Holloway, Otto, Curriculum Laboratory, School of Education, Alabama Polytechnic Institute, Auburn

Honea, J. Wiley, Superintendent, DeKalb County Schools, Ft. Payne

Johnson, Kermit A., Superintendent, Tuscaloosa County Schools, Tuscaloosa: Advisory Council to the National Commission on the Intermediate Administrative Unit ✓

Jones, W. J., Superintendent, Wilcox County Schools, Camden

Kuykendall, I. C., Superintendent, Barbour County Schools, Clayton

Lawrence, R. J., Superintendent, Bullock County Schools, Union Springs: State Committee Member; Second Vice-President, Division of County and Rural Area Superintendents

Lyon, W. Bemon, Superintendent, Marshall County Schools, Gunthersville

McGowan, W. C., Superintendent, Baldwin County Schools, Bay Minette

Mellown, Elgin W., Superintendent, Sumter County Schools, Livingston

Newell, C. Frank, Superintendent, Calhoun County Schools, Anniston

Norton, E. B., President, State Teachers College, Florence: Advisory Council to the Committee on Policies and Program for Rural Education

Philpot, Frank N., Supervisor of Instruction, Secondary Education, State Department of Education, Montgomery: State Director

Popejoy, W. E., Business Manager, Madison County Board of Education, Huntsville

Pruitt, C. A., Superintendent, Macon County Schools, Tuskegee

Self, David, Superintendent, Butler County Schools, Greenville

Simmons, I. F., Superintendent, Jefferson County Schools, Birmingham: State Committee Member; Special Committee on Scouting in Rural Schools

Smith, (Mrs.) Bessie C., Jeanes Supervisor, East Tallahassee

Smith, G. S., Supervisor of Instruction, Cullman County Schools, Cullman

Smith, O. Romaine, Youngfolks Editor, *The Progressive Farmer*, Birmingham

Tidewell, R. E., Assistant to the President, Stillman College, Tuscaloosa: Advisory Council to the Committee on Policies and Program for Rural Education

Torrence, Andrew P., Acting Head, Department of Agricultural Education, Tuskegee Institute

Wooten, Lester, Superintendent, Morgan County Schools, Decatur

INSTITUTIONAL MEMBER

Library, Alabama Polytechnic Institute, Auburn

ARIZONA

Chadwick, Daniel R., Head Teacher, Cave Creek District No. 03, Phoenix

✓ Folsom, Sarah, Superintendent, Yavapai County Schools, Prescott

Haldeman, Della M., Teacher, Ganado School, Ganado

Ham, Gwyneth, Superintendent, Yuma County Schools, Yuma

Joslin, Louis F., Superintendent of Schools, Palo Verde

Martin, (Mrs.) Mary McCollum, Teacher, Retired, Eloy

Reece, (Mrs.) Florence, Superintendent, Pima County Schools, Tuscon: State Director

Smith, Harold W., Superintendent of Schools, Glendale

ARKANSAS

Anderson, Homer L., Supervisor of Schools, Ouachita County, Camden

Bell, N. H., Supervisor of Schools, Pope County, Russeliville

Blanchard, H. H., Supervisor of Schools, Lawrence County, Powhatan

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Bollen, J. D., Supervisor of Schools, Faulkner County, Conway

Bradford, David E., Supervisor of Schools, Van Buren County, Clinton

Cassady, Robert S., Supervisor of Schools, Pike County, Murfreesboro

Castleberry, W. F., Supervisor of Schools, Prairie County, Des Arc

Chitwood, R. B., Superintendent of Schools, Lake Village

Clark, J. O., Superintendent of Schools, Mc Gehee

Cooper, (Mrs.) Opal, Supervisor of Schools, Craighead County, Jonesboro

Dagenhart, R. S., Supervisor of Schools, Polk County, Mena

Forrest, M. D., Superintendent of Schools, Corning

Gaddy, Myrtle F., Supervisor of Schools, Jackson County, Newport

Griswold, J. G., Supervisor of Schools, Dallas County, Fordyce

Head, Robert A., Superintendent of Schools, Lamar

Holmes, O. G., Supervisor of Schools, Boone County, Harrison

Hughes, James M., Supervisor of Schools, Chicot County, Hermitage

Isenman, Ann, Arkansas Education Association, Little Rock

Keaton, William T., Superintendent, Conway County Training School, Menifee

Little, E. W., Supervisor of Schools, Green County, Paragould

Logan, Coy, Supervisor of Schools, Carroll County, Berryville

Loudermilk, H. C., Supervisor of Schools, Perry County, Perryville

McCuistion, Ed., Director of Negro Education, State Department of Education, Little Rock: State Committee Member; Advisory Council to the Committee on Policies and Program for Rural Education

McKenzie, A. R., Superintendent of Schools, Sheridan: State Committee Member

Moore, Fred, Supervisor of Schools, Jefferson County, Pine Bluff

Moore, G. H., Supervisor of Schools, Independence County, Batesville

Parker, Maurice R., Supervisor of Schools, Little River County, Ashdown

Polk, L. H., Supervisor of Schools, Crittenden County, Marion

Poteet, Custer, Supervisor of Schools, Conway County, Morrilton

Pyle, H. R., Executive Director, Arkansas State Teachers Retirement System, State Department of Education, Little Rock

Ritchie, J. Bryan, Supervisor of Schools, Nevada County, Prescott: Executive Committee, Division of County and Rural Area Superintendents (Deceased)

Roberts, Roy W., Head, Department of Vocational Teachers Education, University of Arkansas, Fayetteville: State Committee Member

Robinson, L. D., Supervisor of Schools, Clay County, Piggott

Ross, Clyde, Supervisor of Schools, Drew County, Monticello

Rozzell, Forrest, Executive Secretary, Arkansas Education Association, Little Rock: Advisory Council to the Committee on Policies and Program for Rural Education

Sheets, W. R., Supervisor of Schools, Garland County, Hot Springs

Shuffield, Cecil E., Supervisor of Schools, Howard County, Nashville: State Director; Advisory Council to the National Commission on the Intermediate Administrative Unit; Planning Committee, Southwest Regional Conference on Administrative Leadership Serving Community Schools

Smith, Earl, Supervisor of Schools, Randolph County, Pocahontas

Stuart, C. C., Supervisor of Schools, Desha County, Arkansas City

Sugg, B. A., Supervisor of Schools, Phillips County, Helena

Taylor, R. E., Superintendent of Schools, Barton

Thomasson, R. B., Supervisor of Schools, Clark County, Arkadelphia

Thornton, R. H., Supervisor of Schools, Grant County, Sheridan

Torry, Harry, Supervisor of Schools, Monroe County, Clarendon

Trice, (Mrs.) Grace B., Supervisor of Schools, Woodruff County, Augusta

Tucker, M. C., Supervisor of Schools, Johnson County, Clarksville

Wheat, M. Edward, Supervisor of Schools, Lonoke County, Lonoke

Whiteside, Dean H., Supervisor of Rural Education, State Department of Education, Little Rock

Williamson, Horace, Supervisor of Schools, Union County, El Dorado: Advisory Council to the Committee on Policies and Program for Rural Education

Institutional Member

Torreyson Library, Arkansas State Teachers College, Conway

CALIFORNIA

Bandy, Eleanor K., Superintendent of Schools, Yolo County, Woodland

Bequette, Albert F., Superintendent of Schools, Placer County, Auburn

Carroll, John S., Department of Education of California, Santa Barbara College, Goleta: Advisory Council to the Committee on Policies and Program for Rural Education

Clark, George W., Superintendent of Schools, Merced County, Merced

Caywood, Hal D., Superintendent of Schools, Santa Barbara County, Santa Barbara

Cohen, Milton S., Superintendent of Schools, Inyo County, Independence

De Avilla, Elsie, Teacher, Yreka

Denison, Alan M., Superintendent of Schools, Tuolumne County, Sonora

Gansberg, Lucille, Superintendent of Schools, Lassen County, Susanville

Gerholdt, Ann F., General Supervisor of Schools, Sonoma County, Santa Rosa

Gibson, (Mrs.) Bernice, Superintendent of Schools, Sutter County, Yuba City

Gibson, (Mrs.) Carmen, Director of Curriculum, Imperial County, El Centro

Greshan, Olin R., Superintendent of Schools, Imperial County, El Centro

Hall, Wallace W., Superintendent of Schools, Marin County, San Rafael

Hamilton, De Forest, Superintendent of Schools, Sonoma County, Santa Rosa

Hanson, W. Rolland, Superintendent of Schools, Lake County, Lakeport

Hardesty, Cecil D., Superintendent of Schools, San Diego County, San Diego: Advisory Council to the Committee on Policies and Program for Rural Education

Hart, Anna Marie, Supervisor of Schools, Weaverville

Hart, Leo B., District Superintendent of Schools, Pond: Committee on Rural Life and Education on the World Scene

Heffernan, Helen, Chief, Bureau of Elementary Education, State Department of Education, Sacramento: State Committee Member

Hill, (Mrs.) Margaret F., Teacher, Santa Barbara

Hoihjelle, Anne L., Curriculum Coordinator, San Diego County, San Diego: Advisory Council to the Committee on Policies and Program for Rural Education

Hood, (Mrs.) Marie L., Acting Administrative Assistant, San Diego County, San Diego
Houx, Kate, Consultant in Elementary Education, Santa Barbara County, Santa Barbara
Hubbard, O. S., Superintendent of Schools, Santa Clara County, San Jose
Jacobus, Gerald L., Superintendent of Schools, Kings County, Hanford
Johnson, Lloyd G., Superintendent of Schools, Colusa County, Colusa
✓ Johnson, Ray W., Superintendent of Schools, Riverside County, Riverside
Johnston, Lillian B., Educational Consultant, El Dorado County, Placersville
Kay, Clayton E., Consultant in Elementary Education, Riverside County, Riverside
Lien, Norman S., Superintendent of Schools, Santa Cruz County, Santa Cruz
Martin, Walter G., Superintendent of Schools, Fresno County, Fresno
McDaniel, Tennant C., Superintendent of Schools, Solano County, Vallejo
Meagher, Ray, Board of Education, Bakersfield
Motowski, John J., Agriculture Teacher, Lodi
Park, (Mrs.) Florence M., Principal, Fall Creek School, Hornbrook
Paul, John F., Curriculum Coordinator, San Diego County, San Diego
Price, Thomas B., County and District Superintendent, Mariposa County Unified School District, Mariposa
✓ Rhodes, Alvin E., Superintendent of Schools, San Luis Obispo County, San Luis Obispo: State Committee Member; Advisory Council to the Committee on Policies and Program for Rural Education; Co-Chairman, National Commission on the Intermediate Administrative Unit
Seidel, Vaughn D., Superintendent of Schools, Alameda County, San Leandro: State Director
Simmons, Linton T., Superintendent of Schools, Orange County, Santa Ana
✓ Stockton, Jesse D., Superintendent of Schools, Kern County, Bakersfield
✓ Stone, Gladys, Superintendent of Schools, Monterey County, Salinas
Taylor, John W., Superintendent of Schools, Mendocino County, Ukiah
✓ Thrall, C. Burton, Superintendent of Schools, San Bernardino County, San Bernardino
✓ Tierney, (Mrs.) Hallie M., Superintendent of Schools, Modoc County, Alturas
Tormey, James R., Superintendent of Schools, San Mateo County, Redwood City
Triggs, Dean E., Superintendent of Schools, Ventura County, Ventura
Trillingham, C. C., Superintendent of Schools, Los Angeles County, Los Angeles
Van Matre, (Mrs.) Clara E., Superintendent of Schools, Trinity County, Weaverville
Walter, R. B., Chief Deputy Superintendent of Schools, Los Angeles County, San Gabriel
Wapple, Robert J., Superintendent of Schools, Yuba County, Marysville
Williams, J. Post, Superintendent of Schools, Tulare County, Visalia
Wilson, B. O., Superintendent of Schools, Contra Costa County, Martinez: State Committee Member; Committee on Policies and Program for Rural Education; President, Division of County and Rural Area Superintendents, 1956-57; Advisory Council to the National Commission on the Intermediate Administrative Unit
Wishart, Blaine, Superintendent of Schools, El Dorado County, Placerville
Wood, (Mrs.) Helen Cowan, Consultant in Elementary Education, Fresno County, Fresno
Woodcock, P. F., Superintendent of Schools, Humboldt County, Eureka
Young, Keneth G., Director of Curriculum, Siskiyou County, Yreka

INSTITUTIONAL MEMBERS

California State Library, Sacramento
Curriculum Laboratory, County Schools Office, San Bernardino
Honnold Library, Claremont College, Claremont
Library, Humboldt State College, Arcata
Library, University of California, Berkeley
Library, Chico State College, Chico
Library, University of California, Davis
Library, Fresno State College, Fresno
Library, Santa Barbara County Schools, Goleta
Library, Los Angeles State College, Los Angeles
Library, University of California, Los Angeles
Library, University of Southern California, Los Angeles
Library, University of Redlands, Redlands
Library, San Jose State College, San Jose
San Diego State College, San Diego

COLORADO

Archer, (Mrs.) M. Adella, Superintendent of Schools, Fremont County, Canon City
Auld, Lucy C., Administrative Assistant, State Department of Education, Denver
Bishop, W. E., Superintendent of Schools, Englewood: Executive Committee of the Department; State Director; Committee on Policies and Program for Rural Education
Crawford, (Mrs.) Frances R., Superintendent of Schools, Clear Creek County, Empire
Cushing, Colbert E., Division of Field Service, Colorado Education Association, Denver: State Committee Member
Davidson, Reva, Superintendent of Schools, Prowers County, Lamar
Davies, Beulah L., Superintendent of Schools, Arapahoe County, Littleton
Elkins, (Mrs.) Geraldine, Superintendent of Schools, Routt County, Steamboat Springs
Ellsaesser, (Mrs.) Lydia, Superintendent of Schools, Kiowa County, Eads
Grauberger, (Mrs.) Janet, Superintendent of Schools, Logan County, Sterling
Heid, Bertha, Superintendent of Schools, Adams County, Brighton
Irwin, Frank L., Superintendent of Schools, Larimer County, Ft. Collins: State Committee Member
Johnson, R. H., Jr., Superintendent, District No. 1, Jefferson County, Lakewood
Kettle, Frances E., Superintendent of Schools, Custer County, Westcliffe: State Committee Member
King, Evelyn D., Superintendent of Schools, Elbert County, Kiowa
Latting, (Mrs.) Lucille H., Elementary Supervisor, State Department of Education, Denver
Lockwood, Marian, Superintendent of Schools, Morgan County, Fort Morgan
Lodwick, Paul N., Superintendent of Schools, Weld County, Greeley
Lytle, Ruth R., Superintendent of Schools, Otero County, La Junta: Advisory Council to the National Commission on the Intermediate Administrative Unit
McClaskey, (Mrs.) Cecile G., Superintendent of Schools, Cheyenne County, Cheyenne Wells
McNally, Mary C., Superintendent of Schools, Pueblo County, Pueblo
Martensen, Miriam, Superintendent of Schools, Jefferson County, Golden
Martin, (Mrs.) Hazel L., Superintendent of Schools, Bent County, Las Animas
Martinez, Polito, Jr., Superintendent of Schools, Costilla County, San Luis
Maxwell, (Mrs.) Vivian J., Superintendent of Schools, La Plata County, Durango

Metzler, Robert F., Superintendent of Schools, Douglas County, Castle Rock
Nelson, Frances, Superintendent of Schools, Huerfano County, Walsenburg
Pennock, Glen Wildman, Superintendent of Schools, Boulder County, Boulder
Savage, Martha, Superintendent of Schools, Delta County, Delta
Shewalter, (Mrs.) Bess M., Superintendent of Schools, Chaffee County, Salida
Stone, (Mrs.) Mary M., Superintendent of Schools, Rio Grande County, Monte Vista
Sweeney, (Mrs.) June, Superintendent of Schools, Moffat County, Craig
Watson, (Mrs.) Carolyn, Superintendent of Schools, Hinsdale County, Lake City

INSTITUTIONAL MEMBER

Library, Adams State College, Alamosa

CONNECTICUT

Bouteiller, (Mrs.) Harriet Day, Rural Supervisor, Pleasant Valley
✓ Graff, George E., Superintendent of Rural Education, State Department of Education, Rockville
Gustin, Margaret, Elementary Supervisor, State Department of Education, Unionville
Hoctor, Cathryn R., Elementary Supervisor, State Department of Education, New Haven
Hopkins, Natalie A., Elementary Supervisor, State Department of Education, Waterbury
Irvine, William L., Superintendent of Rural Education, State Department of Education, Willimantic: State Committee Member
Larson, Viola M., Elementary Supervisor, Newington
McDonald, (Mrs.) Helen B., Elementary Supervisor, State Department of Education, Winstead: State Committee Member
Nichols, Marjorie H., Elementary Supervisor, State Department of Education, Putnam
Nybakken, Ernest O., Chief, Bureau of Rural Supervisory Service, State Department of Education, Hartford: Executive Committee of the Department; State Director, Advisory Council to the National Commission on the Intermediate Administrative Unit
Outlaw, Guy T., Teacher, Andover Elementary School, Andover
Seidel, Ida E., Elementary Supervisor, State Department of Education, Willimantic
Stoddard, Paul W., Principal, Housatonic Valley Regional High School, Falls Village
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